

## Point of View

By Herbert J. Gans



MICHAEL ORRIS, FOR THE CHRONICLE

## Fighting the Biases Embedded In Social Concepts of the Poor

ONE OF THE ways that America and its policy makers avoid dealing with poverty is to label some of the poor as morally deficient or undeserving, and therefore not worthy of help. This line of reasoning presumes that everyone can rise out of poverty and become middle class (there being lots of well-paying jobs for them) if they only make the effort.

This is ironic, since most poor people want to be as middle class as everyone else and wish that their efforts enabled them to escape poverty. This is also true of the minority of poor people who drop out of school; do not work; become unmarried mothers; engage in mugging, robbery, or other criminal activities; or wind up as alcoholics or drug addicts. Most people who behave in such ways do so primarily for poverty-related reasons stemming from a sheer lack of resources and the stresses of coping with poverty.

Crime is immoral, whether carried out by the poor or by Wall Street millionaires, but no one has ever supplied data showing that the poor are, as a class, less moral than the middle class or the rich. (The news media currently are filled with stories of rising middle-class unemployment, but no one ever suggests that the middle-class jobless are lazy.)

Labeling the poor as undeserving does nothing to reduce poverty or poverty-related behavior, including the crime rate. While there are continuing scholarly and ideological debates about the interplay of different economic, social, cultural, and psychological factors that contribute to keeping people poor, consensus is fairly widespread that only when the poor lose the struggle to escape poverty do they give up mainstream behavior. For example, a major reason for the formation of single-parent families among the poor is the high rate of male unemployment, which makes poor men—of any color—bad marital risks.

Social scientists have played a part in labeling the poor as lazy and undeserving. Their predecessors in medieval times and the early industrial period helped to invent, codify, and apply various conceptions of undeservingness to the poor, and today social-science concepts are still being used in harmful ways.

In the 1950s, the anthropologist Oscar Lewis developed the concept of the "culture of poverty," which claimed that some of the poor belonged to a special culture, passed on from generation to generation, that adapted them so well to poverty that they did not even want to try to escape it. Policy makers in the 1960s used Lewis's thesis to argue that the poor were culturally disadvantaged and to justify their claim that low-income people needed cultural uplift before they could make proper use of jobs and other incomes.

The current conceptual equivalent to Lewis's culture of poverty is the term "the underclass." Gunnar Myrdal, the famous Swedish political economist, first used this term in 1962 as an economic concept, to describe the people who he thought were being made unemployed by what we now call the post-industrial economy. Myrdal said nothing about the race or gender of his underclass; he was writing about economic victims.

Myrdal's concept never made it into policy-making

circles and also was virtually ignored by academics when it was first published. Then, in the late 1970's, the word surfaced again—in the news media and with a totally new meaning—as a *behavioral* concept that described poor people whose actions violated the law or did not fit mainstream values. Underclass had become the latest label for the undeserving poor, and it continues to be used that way today.

Underclass is a particularly nasty label, however. Earlier terms such as pauper, vagrant, and tramp were openly pejorative, but underclass is a technical-sounding word that hides its as a pejorative meaning. Moreover, once people are labeled as underclass, they are often treated accordingly. Teachers decide that they cannot learn, the police and the courts think that they must be incorrigible, and welfare agencies feel justified in administering harsh policies. Such treatment sets in motion the self-fulfilling prophecy: If the poor are treated like an underclass, their ability to escape poverty is blocked further. In addition, the term is turning into a racial code word, since by now it is increasingly applied solely to blacks. The public expression of racial prejudice being no longer respectable, underclass becomes an acceptable euphemism.

JOURNALISTS played the main role in transforming the meaning of Myrdal's concept, and if any publications were central, they were a series of 1981 articles by Ken Auletta in *The New Yorker* and his 1982 book, *The Underclass*. However, by then the term had already appeared on a 1977 *Time* magazine cover and was being used by other popular media. If Auletta had not made it famous, someone else would have done so. Writers for the commercial media have to use words that will grab their audiences, and underclass graphically lumps together, into one scientific-sounding stereotype, images of slant-eye-looking and promiscuous young blacks (and Hispanics) whom the white population fears and disapproves of.

In the late 1970's, social scientists finally had begun to use the term as Myrdal had, as an economic concept. Subsequently, William J. Wilson elaborated the term as a sociological concept, looking in *The Truly Disadvantaged* (1987) at the way social changes such as the increasing concentration of the very poor in the inner cities had exacerbated the economic problems of pov-

erty. But other scholars, particularly those of conservative or non-political bent, stayed with the behavioral concept.

By the mid-1980's, the term underclass had become so popular in scholarly circles that—either in its Myrdal form, in its Wilson form, or in its behavioral version—social scientists, like journalists, began using the term to grab their audiences, for example, by using the term in the titles of journal articles. Some foundation officials found the word helpful with hordes of trustees who had been reluctant to finance research on poverty but who became enthusiastic when it was called research on the underclass. In fact, the anthropologist Mercer Sullivan once described underclass as basically a marketing term.

Social scientists have the same rights as anyone else to use marketing terms. They are also free to use pejorative concepts, as if they intend to be judgmental. I wish that they would be so openly—and talk about the undeserving poor rather than hide behind euphemisms. In their role as scientists, however, they should be especially sensitive to the biases and unexamined assumptions that too often underlie their scientific concepts. They should try especially hard to frame concepts and hypotheses that make no overt *a priori* value judgments about what or whom they analyze.

Equally important, I wish that social scientists would decrease their study of the victims of poverty and devote more research to its causes—the economic, political, and other processes by which America has developed by far the highest rate of poverty in the "first world" of highly developed nations.

ONCE social scientists have done their scholarly duty, they have the right to preach the same duty to others, including journalists. The media now regularly consult social scientists as experts and their quotes are used to give a scientific imprimatur to all kinds of news stories. Thus, when they are being consulted, I think social scientists have a right to suggest that journalists be more thoughtful about the definitions that they use, that they supply supporting evidence if they want to write about the moral condition of the poor, and that they do more exposés on the myth of the undeserving poor.

In the end, the real evil is poverty. Less bias and more thoughtfulness in the choice of concepts and topics will help a little, but only a little. The simple fact that young middle-class men do not mug people—and that some poor men do—carries a potent message. The only really effective solution to poverty-related behavior is the elimination of poverty itself. Scholars must use their insights and their research to cut through ideological obstacles and focus the attention of the general public and policy makers on achieving this goal.

Herbert J. Gans is professor of sociology at Columbia University and the author, most recently, of *Peoples, Plans and Politics: Essays on Poverty, Racism and Other National Urban Problems* (Columbia University Press, 1991). He is a past president of the American Sociological Association.



## THE CHRONICLE

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## Quote, Unquote

News Summary, Page A3

"Never mind that the criticisms have been implausible. We in the profession have been inept in explaining to the public what we are doing."

A speaker at the annual meeting of the Modern Language Association: A9

"Maybe a generation of women who perhaps aren't as bitter and don't have an ax to grind will bring more vitality and humor and *jolie de vivre*, and we'll get a whole new kind of women's studies."

Christina Hoff Sommers, on the state of women's studies: A18

"Membership in the Klan, as despicable as it may be, is really only a subterfuge for liberal opposition to David Duke. What terrifies the liberals is not the Klan, but the message Duke is carrying."

A recent appointee to the Education Dept.'s national accreditation panel, in a newspaper column: A27

"Congress plays disservice of the month, shifting funds from agency to agency. It's difficult for long-term planning under these conditions."

A chemistry professor: A26

"I had chills when I read about City College."

A director of student activities: A33

"This is a very significant step forward toward more actively communicating to athletes and parents and schools the kind of work that will prepare student-athletes to get college degrees."

Head of the presidents' commission, on the NCAA's reform package: A36

"You have to have money or connections—the process is very ugly."

A Chinese student at Rutgers, on leaving China to study abroad: A38

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## Black-College Presidents Plan a 'Summit' Amid Displeasure With Lobbying Group

WASHINGTON

A group of black-college presidents is planning a "summit" meeting with all of their colleagues to set a new agenda for historically black institutions.

Organizers say the institutions lack an agenda for dealing with the federal government as well as with businesses and foundations, and need to establish new priorities and positions.

The organizers are trying to set up the meeting in the next month or so, in the hope that it can influence Congressional deliberations on the reauthorization of the Higher Education Act.

The meeting would come amid growing criticism of the National Association for Equal Opportunity in Higher Education, the primary lobbying group for black colleges. Critics say the association has failed to be an effective advocate for its members.

"Nature Abhors a Vacuum"

Robert L. Albright, president of Johnson C. Smith University, said the meeting would not be "anti-NABEO," but he acknowledged that it would deal with many issues that could have been addressed by the association.

Mr. Albright said that since NABEO was not helping to set an agenda, this meeting was necessary. "Nature abhors a vacuum," he said.

The other presidents organizing the meeting are: Jonnetta B. Cole of Spelman



Robert L. Albright, president of Johnson C. Smith U. Black colleges should be "much more aggressive" on a proposal to make Pell Grants an entitlement.

College, Edward B. Fort of North Carolina A&T University, Norman C. Francis of Xavier University of Louisiana, Frederick Humphries of Florida A&M University, Joseph E. Johnson of Talladega College, and Gloria Scott of Bennett College.

Samuel L. Myers, the president of NABEO, did not return repeated phone calls last week. Many college officials in recent weeks have questioned his leadership, particularly after he sent a letter to black-col-

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## NCAA Votes Higher Academic Standards for College Athletes

Presidents' reform package wins overwhelming support at meeting

By DOUGLAS LEDERMAN

ANAHEIM, CAL.

The presidents' commission of the National Collegiate Athletic Association continued to have its way at the association's annual meeting last week, winning overwhelming approval of its package of academic reforms despite spirited opposition from black-college presidents and a handful of other critics.

Just as it did last year, when virtually all of its cost-cutting and time-reduction measures were easily approved, the presidents' panel showed what months of intensive preparation and heavy lobbying can accomplish. This time, at the commission's urging, delegates to the group's 86th annual convention adopted rules changes—by margins of more than three to one—that will raise the academic standards athletes must meet to become eligible for competition as freshmen and to remain eligible in later years.

The most significant change, scheduled to take effect in August 1995, will require freshman athletes to achieve a 2.5 grade-point average in 13 high-school core courses to be eligible to compete, instead of the current 2.0 in 11 courses. But the new rules also will permit an athlete to qualify for competition with a grade-point

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## Philosophy Professor Portrays Her Feminist Colleagues as Out of Touch and 'Relentlessly Hostile to the Family'

By SCOTT JASCHIK

WORCESTER, MASS.

Christina Hoff Sommers has "a singular talent for skewering people with their own words," says her department chairman at Clark University here.

Ms. Sommers, an associate professor of philosophy, has skewered quite a few people lately. Her prime targets are feminist philosophers, who Ms. Sommers says are doing shoddy academic work and are out of touch with most women.

A Focus on Excesses

In a series of articles in academic journals and the popular press alike, Ms. Sommers uses quotes from their work to make her points. In the process, she has become a key player in the national debates on "political correctness" and the curriculum. She has also prompted a less-publicized but equally divisive battle in her scholarly discipline.

Her supporters call her courageous



Christina H. Sommers: "These women think of themselves as victims, yet they have huge salaries, they run programs and departments."

for drawing attention to what they consider the excesses of feminist scholarship and political correctness. Her critics say she quotes them out of context and engages in a form of right-wing political correctness in which the ideas of radical scholars, and the scholars themselves, are made to seem silly so that they will never receive a fair hearing from academic or the public.

"She is parasitic," says Allison M. Jaggar, a professor of philosophy at the University of Colorado at Boulder. "She is sniping from the sidelines, taking things out of context, and attacking people. She doesn't have any positive views to put forward."

Love her or hate her (and few people familiar with her work fall in between), Ms. Sommers is a force to be reckoned with. Her articles are widely printed and she speaks on many campuses. The chairman of the National Endowment for the Humanities, Lynne V. Cheney, quotes her in speeches. Education Sec-

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## This Week in The Chronicle

January 15, 1992

### Research

**INTEREST IN AMERICAN INDIAN SCHOLARSHIP GROWS**  
More U.S. scholars are studying their country's original inhabitants, bringing new insights into Indian history and culture: A8

**SCHOLARS RESPOND TO CONSERVATIVE CRITICS**  
Professors at the MLA's annual meeting attacked claims that their field is a seedbed of leftist ideology: A9

**LOBBYING FOR MEDICAL-RESEARCH MONEY**  
Some scientists fear the growth in disease-specific pressure on legislators will leave no one looking after the interests of science as a whole: A26

**NIH TO SET LONG-TERM PRIORITIES**  
For the first time in its 105-year history, the agency is developing a strategic plan for research programs: A30

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**EMERGING FEMINIST PHILOSOPHERS**  
Christina Hoff Summers, an associate professor of philosophy at Clark U., is making a career out of attacking feminist philosophers: A1  
For an article that was never published, her piece for *The Atlantic* has caused quite a stir: A16

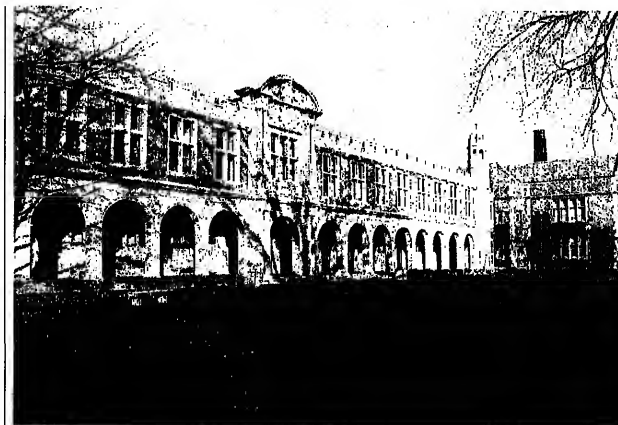
**IMMERSED IN THE ERA OF WORLD WAR I**  
New York U.'s chief fund raiser has satisfied her love of history by writing a 700-page biography of an obscure British politician: A5

**RECURRING FITS OF 'POLITICAL CORRECTNESS'**  
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**TAKING STOCK OF AFFIRMATIVE ACTION**  
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### Athletics

**NCAA RAISES ACADEMIC STANDARDS**  
Despite some spirited opposition, convention delegates have voted overwhelming approval of sports-eligibility reforms sought by college presidents: A1  
The association's director says lawmakers and the public remain unconvinced, despite reforms in recent years, that it can solve problems in college sports: A35

Woman's sports advocates hope for action on equity: A35  
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More students than ever are enrolled in American universities despite China's efforts to restrict study abroad: A35

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### Gazette

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## MARGINALIA

From the 1992 Directory at Loyola University Chicago:

"More than \$52 million in scholarships, grants, loans, work-study pay, and other forms of support is provided for three of every four Loyola students."

That should help them get by.

Memorandum from the director of the library at the University Center in Tulsa, typed on a day when her secretary was off:

"The ICT library has a terrible problem with noise. Students often complain that they cannot concentrate...."

"Suggestions for dealing with noise in the library have included using baffles made from fiberglass and fabric...."

Or just tell noise to buzz off.

From *Coast News*, a newsletter at the Coast Community College District in California:

"The Board of Trustees reviewed revisions to the code policy on Alcohol and Drug Abuse. The revisions allow for alcohol to be served at college-sponsored events when it is required for a certificate program and is approved by the college president...."

Who has sophisticated taste buds, we hope.

From a summary of application procedures at the University of Colorado at Denver:

"If you love attending other post-secondary institutions, request the Registrar in ALL PREVIOUS COLLEGIATE INSTITUTIONS you have attended to send two OFFICIAL TRANSCRIPTS of your record directly to this office. You should also have a transcript from each collegiate institution sent to you for your records. These can be used for advising purposes." Don't be so litigious!

From *University Police Newsletter*, published in Tucson State University:

"Alcohol has become one of the most abused drugs on college and university campuses today.... Sometimes the reliance on alcohol is so demanding that one feels that one must have a drink at breakfast, a drink or two of lunch and that one night even though usually turns into more than one."

"This fun really starts when you begin to fight each other, knock holes in the walls, break out windows, and possibly elapse into alcohol comm. The 'social' drinkers have become so intoxicated they don't even know where they left their clothing and have to be taken to their room wrapped in newspaper."

Not in *the* newspaper, if you don't mind.

## In Brief

## Transsexual is barred from nursing program

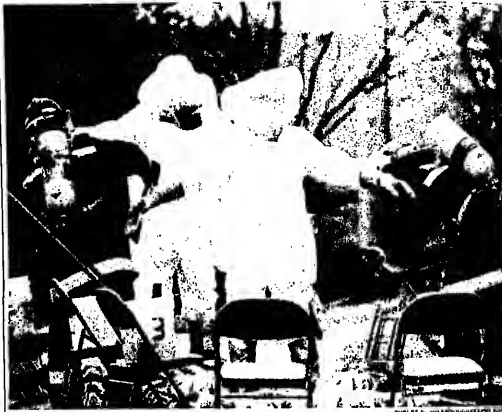
NASHVILLE—A nursing student at Tennessee State University who is undergoing a sex change was forced to withdraw from the nursing program after local hospitals refused to accept her for clinical training.

The student, Tracy Quiring, has undergone hormone therapy and cosmetic surgery in preparation for an operation to complete the transition from male to female. She had completed two months of the two-year nursing program when a hospital refused to let her begin training there.

Said Marion G. Anem, dean of the nursing school: "The hospital thought that the way she presented her gender was incompatible with what her true gender was and that that would not be well received by patients."

Ms. Anem said Ms. Quiring could be readmitted to Tennessee's nursing program after her sex change is complete.

Ms. Quiring said she was considering whether to sue the university. She said the sex-change operation would alter only her genitalia and not her overall appearance. "I didn't find any procedures that nurses perform that use their genitalia," she said.



## PCB contamination forces SUNY to postpone classes

NEW PALTZ, N.Y.—Classes at the State University of New York campus here will begin at least two weeks late to give workers time to test and clean up buildings contaminated by a carcinogenic

chemical. Last month, transformers containing polychlorinated biphenyls, or PCBs, overheated in five buildings after a car hit a utility pole, causing a power surge. The New York state health department is overseeing the cleanup, which authorities expect to cost at least \$500,000. Meanwhile, alternate classroom and dormitory space is being prepared.

## College athletic center destroyed by fire

PROVIDENCE, R.I.—A fire has gutted the athletic center at Rhode Island College (left). Virtually all of the equipment for the college's sports teams was destroyed, and damage is estimated in the millions of dollars. No one was injured.

Fire investigators determined that a faulty heating unit in the men's locker room had started the fire, a college spokeswoman said. The building, the Walsh Physical

Education and Health Center was insured. Athletic-department officials say the center are being relocated. Other colleges and schools throughout the state have donated equipment and supplies. Several have made their gyms available for the college's games.

Correction: An article about research on needle-exchange programs (*The Chronicle*, December 18, 1991) incorrectly identified Warwick Anderson. Dr. Anderson is a research associate at the Leanne Davis Institute for Health Economics at the University of Pennsylvania and a graduate student at the Department of the History and Sociology of Science.

A photograph of Edward Sheridan of the University of Central Florida that accompanied an article about the American Psychological Association (*The Chronicle*, January 8), was incorrectly identified as Lee Seabright of the University of Arizona. Sheridan is at left below, and Lee Seabright is at right.

Some Dukies—those who are affiliated with Duke University and who do not support Mr. Duke—say the candidate's campaign posters and stickers too

## Archaeologists uncover ancient crucifix

GAINESVILLE, FLA.—An international team of archaeologists, headed by Kathleen Deagan, a curator of anthropology at the University of Florida, has unearthed the oldest known symbol of Christianity in the New World.

The object, a 14-inch crucifix of pewter and iron, with a copper alloy figure of Christ, was found during an excavation of La Isabela, the site in the Dominican Republic where Christopher Columbus set up the first European colony in the New World. The crucifix is estimated to be about 500 years old.

Ms. Deagan said she believed the cross to be the oldest New World Christian symbol because it was uncovered from an undisturbed deposit that was in use only from 1493 to 1498.

The researchers said the cross had probably been attached to a rosary or worn as a pendant—perhaps by a soldier.

"The crucifix offers a rare glimpse into someone's personal life 500 years ago," said Ms. Deagan.

The same group earlier discovered that Columbus had set up a second settlement at the same site—the first European manufacturing operation in the Americas, said Ms. Deagan. It produced pottery.

Students join Kerrey campaign in N.H.

MANCHESTER, N.H.—The U.S. Senator and Democratic Presidential candidate Bob Kerrey welcomed more than 200 college students last week at his campaign headquarters here.

The student volunteers, who traveled from across the country at their own expense, are part of a door-to-door canvassing project that provides them with housing and meals in exchange for their labor. Students have been working for all the candidates for President.

Duke or Duke?

When Naomi B. Levine began to research the life of Edwin Montagu, an Anglo-Jewish millionaire and Liberal Party leader in Britain during the World War I era, she didn't plan on her work culminating in a 700-page biography.

"Life is what happens to you when you're making other plans," she says. "It's a wonderful philosophy. I think it came from a John Lennon song."

Mrs. Levine did manage not to let the book, *Politics, Religion and Love: The Story of H.H. Asquith, Venetia Stanley and Edwin Montagu*, based on the *Life and Letters of Edwin Montagu* (New York University Press), interrupt her "other plans." She is senior vice-president in charge of fund raising at New York University, which is in the midst of a huge capital campaign.

Details of a Love Affair

According to Mrs. Levine, the book was purely accidental. "I had never written anything more complex than a legal brief."

Indeed, her career at NYU and elsewhere has not been as a scholar, but as an administrator and lawyer. Before joining the university in 1978, Mrs. Levine had spent more than 22 years at the American Jewish Congress, serving as its first female national executive director.

Mrs. Levine became interested in Edwin Montagu while reading a compilation of letters detailing a love affair between Prime Minister H.H. Asquith and Venetia Stanley, an English socialite who eventually married Montagu.

As Mrs. Levine read the letters, Montagu's name appeared so frequently that she began to wonder who he was. When she discovered there was only one biography on Montagu, written in 1964 by a family member, she decided to travel to Oxford University to see if she could learn more about the man, who may be best known for his attempt to scuttle the Balfour Declaration, even though he was the

oldest in the New World. The crucifix is estimated to be about 500 years old.

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Details of a Love Affair

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oldest in the New World. The crucifix is estimated to be about 500 years old.

Ms. Deagan said she believed the cross to be the oldest New World Christian symbol because it was uncovered from an undisturbed deposit that was in use only from 1493 to 1498.

The researchers said the cross had probably been attached to a rosary or worn as a pendant—perhaps by a soldier.

"The crucifix offers a rare glimpse into someone's personal life 500 years ago," said Ms. Deagan.

The same group earlier discovered that Columbus had set up a second settlement at the same site—the first European manufacturing operation in the Americas, said Ms. Deagan. It produced pottery.

## PORTRAIT

## Fund Raiser Discovers 'Fascination' of Biography



Naomi B. Levine: "I'm a history buff. I had never thought of writing a historical study, but when I went to Oxford I was fascinated. I thought I should try."

By ROBERT R. SCHMIDT, JR. When Naomi B. Levine began to research the life of Edwin Montagu, an Anglo-Jewish millionaire and Liberal Party leader in Britain during the World War I era, she didn't plan on her work culminating in a 700-page biography.

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Wish cabinet member participating in the pulley discussions. In the declaration, Britain pledged support for a Jewish state in Palestine.

"I'm a history buff," Mrs. Levine says. "I had never thought of writing a historical study, but when I went to Oxford I was fascinated. I thought I should try."

Rampant Anti-Semitism

*Politics, Religion and Love* has two focal points: the "love triangle" and the rampant anti-Semitism of the upper class in England during the World War I era.

Mrs. Levine says she was surprised by the anti-Semitic behavior. Montagu's two closest friends, Asquith and Stanley, referred to him as "the Asquith."

"I didn't expect it amongst the liberals and well educated," says Mrs. Levine, who is familiar with anti-Semitism through her work at the American Jewish Congress.

Montagu's parents were orthodox Jews, much to the chagrin of their son, who spent most of his life ignoring his Judaism.

According to Mrs. Levine, his marriage to Stanley, a Christian, was a vain attempt to escape his religious background and become a part of London high society. It was an attempt that failed miserably because he was rejected anyway.

"The Micro Approach"

Stanley and Montagu's marriage upset Asquith so much, Mrs. Levine contends, that it contributed to his political downfall and to the ruin of the Liberal Party.

Asquith was so consumed by his love for Stanley that he often wrote her more than once a day. Many of his letters contained up to the minute war plans. "It shocked me to see a man of his brilliance become so wrapped up in a woman," she says.

It's no wonder, Mrs. Levine tries to present a different view of history, which she calls "the micro approach."

Instead of presenting history as the result of major military and political events, she wants to show that an individual's feelings and attitudes can affect world events.

Thus, a love triangle can change history as does war. "I'm looking at history through a telescope, rather than a giant prism," she says.

*Politics, Religion and Love* has received generally positive reviews. *The New York Review of Books* said Mrs. Levine "does credit to Montagu and to herself," but questioned why an author would write a 700-page biography of the upper class in England during the World War I era.

"The book took six years to complete—not a long time considering that Mrs. Levine's writing was limited to weekends and vacations. For most of the research, she lived twice to Oxford, the second time as a recipient of a fellowship from St. Hilda's College at Oxford."

Because of time constraints, Mrs. Levine employed two research assistants, one in New York and one in Oxford. "My responsibilities first and foremost were to NYU," she says.

Ahead of Schedule

In 1985, NYU embarked on a 15-year, \$1-billion dollar fund-raising campaign. It is ahead of schedule.

Despite her long hours at the university, Mrs. Levine said she could always make time to work on the book. "I have found in my life that there is time for everything you want to do if you discipline yourself accordingly," she says.

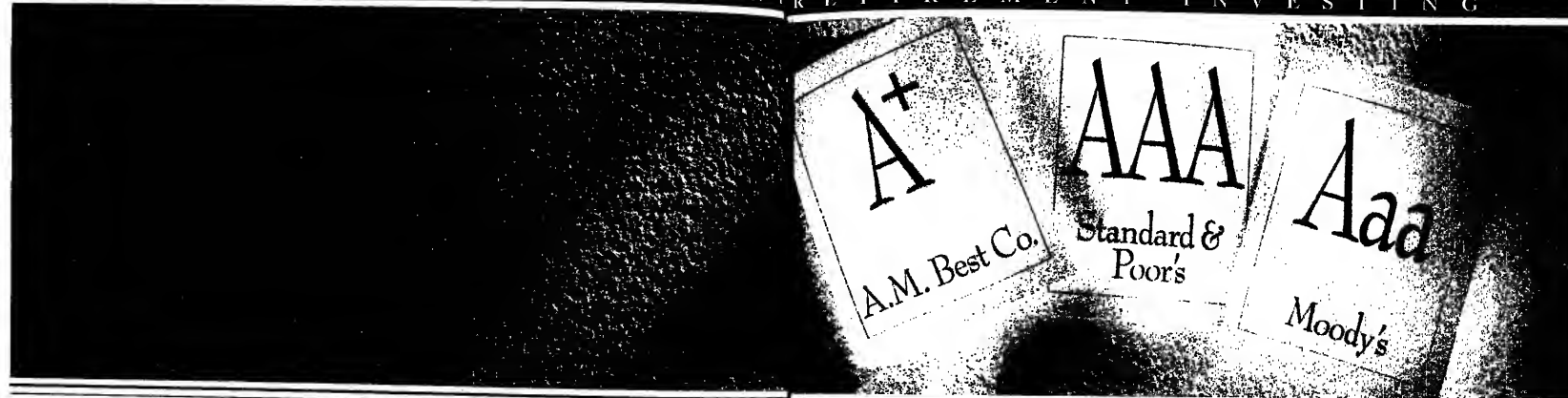
Mrs. Levine's colleagues have nothing but praise for her work. Says Peter MacB. Buchanan, president of the Council for Advancement and Support of Education: "Her book is an extraordinary accomplishment. That gives one an idea of how talented Naomi is."

Mrs. Levine has no plans to write any more books, at least in the near future. "Right now I'm just trying to do my job and do it well," she says.

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## Personal & Professional

The University of California at Berkeley has changed the names of two academic departments to show more sensitivity toward blacks and Asians.

The renamed units are the department of African American studies, formerly the Afro-American studies department, and the department of East Asian languages, formerly the department of Oriental languages.

University officials say the name changes reflect department leaders' concerns that the old names had become dated. There was concern that the term Afro-American did not reflect an African presence outside the United States and was even associated by some people with a hair style, they say. The term "Oriental" was not specific enough to describe the department of East Asian Languages and was seen by some students as a slur, they say.

From the Brown University professor who spelled out what was wrong with the American high school comes a new book prescribing ways it can be improved.

Theodore R.Sizer's book *Horace's School: Redesigning the American High School* was published last week by the Houghton Mifflin Company. It is a follow-up to Mr. Sizer's 1984 book *Horace's Compromise: The Dilemma of the American High School*. That book offered a stinging analysis of the American high school. A paperback version of it was also released last week.

In *Horace's School*, Mr. Sizer details what a better high school would be like. It would not measure students' abilities through tests but through activities that challenge them to use skills in realistic situations. Instead of memorizing the names of poets, for example, students would recite poems that have special meaning to their lives.

The new book is based on Mr. Sizer's work as chairman of the Coalition of Essential Schools, a group of 200 schools that are revamping curriculum and teaching methods under a set of common objectives.

This year's winner of the Frederic W. New Book Award is Frederick S. Weaver, a professor of economics and history at Hampshire College.

The \$1,000 award is given by the Association of American Colleges to the author of the book judged to be the most significant contribution to liberal education published in the previous year. Mr. Weaver won the prize for *Liberal Education: Critical Essays on Professions, Pedagogy, and Structure*, published by Teachers College Press.

The award, established 10 years ago in honor of one of the association's presidents emeriti, was announced last week at the AAC's annual meeting.

## A Philosophy Professor Accuses Feminist Colleagues of Being Out of Touch and 'Hostile to the Family'

Continued From Page A1

retary Lamar Alexander recently appointed her to the federal committee that oversees accrediting agencies. And several foundations have just provided her with grants so that she can take a year off from Clark to write a book about her ideas on feminist philosophy and political correctness.

### Never Intended to Be an 'Activist'

For all the attention she is attracting, Ms. Sommers insists she never intended to be "an activist" but wanted only to be a teacher and researcher. She got her start studying philosophy at New York University, where she received a bachelor's degree in 1971.

While at NYU in the late 1960's, she joined feminist support groups and helped take over buildings to protest the Vietnam War. "People say I've changed," she says, "but I don't feel that I've changed. I was protesting hypocrisy, and in those days it was coming from college administrators and the United States government. And now I feel it's coming from college administrators."

During a junior year in France, Ms. Sommers says she was attracted to the ideas of such philosophers as Jacques Derrida and Michel Foucault. But on her return to New York, she says, her professors were not impressed and urged her to read A. J. Ayer's *Language, Truth and Logic*. The book, which she calls "a manifesto of truth and clarity," had "a profound effect," Ms. Sommers says. "After I read it, I started to be skeptical of intellectual fashions."

After graduating, Ms. Sommers worked on her Ph.D., which she received from Brandeis University in 1979. Since then she's been at Clark, where she has a reputation as a popular teacher, but also as a divisive force.

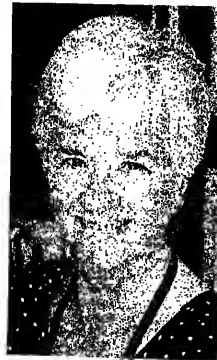
She has published articles on moral education, animal rights, ethics, and Kant.

She led a successful fight at Clark to end the university's policy of asking faculty members proposing new courses to discuss "how pluralistic (minority, women, etc.) views and concerns are explored and integrated into the course." Ms. Sommers said the question was "intrusive and offensively moralistic." While many colleagues praise her stance on this issue, many also say she seeks to polarize the campus on various issues, rather than working to resolve differences amicably.

### Exploring Research on the Family

Ms. Sommers first started to examine feminist philosophy—almost by accident—when in 1986 she started to write papers on the responsibilities of adult children to their parents. She says she was interested in exploring how Kantian and utilitarian philosophers deal with family bonds.

As part of her study, she began to explore what various modern philosophers were writing about the family. When she came to feminist theory, she was stunned. "I started to run into this amazing literature by feminists, which was so relentlessly hostile to the family, revolutionary, and patronizing to most women," she says.



Sandra G. Harding of the U. of Delaware: "This has a chilling effect on young scholars when they can expect that journals will ridicule people's work."



Comilla Pegle of the U. of the Arts: She is pleased that Ms. Sommers takes on "the wildly overinflated feminist reputations sitting like big fat ducks in academe."

ture by feminists, which was so relentlessly hostile to the family, revolutionary, and patronizing to most women," she says.

Ms. Sommers stresses that—despite what her critics say—she is no Phyllis Schlafly. She is a registered Democrat, favors abortion rights, and does not spend all her time with her children. "As a liberal, I say live and let live. If people want to live in revolutionary family communes, that's fine with me," Ms. Sommers says.

What bothers her, she says, is that feminist philosophers in her opinion are denying choice to women who want traditional families. As she examined feminist theory, Ms. Sommers says she was struck by how it had evolved over time away from ideas she supports.

### A 'Liberal Feminist'

Ms. Sommers classifies herself as a "liberal feminist." Such feminists she says are in the philosophical tradition of John

Continued on Page A18

## 'SQUELCHING' THE OPPOSITION

### Row Over an Unpublished Article Illustrates the Enmity in the 'Political Correctness' War

For an article that was never published, the piece that Christina Hoff Sommers wrote for *The Atlantic* is causing quite a stir.

The article, which criticized feminist philosophers as being out of touch with most women, was commissioned and written early in 1990. The magazine delayed its publication because *The Atlantic* had articles on "political correctness" that were more timely, said C. Michael Curtis, a senior editor. Now the piece is on hold because many of its ideas have since appeared elsewhere.

The controversy centers on a letter sent to the magazine in 1990 by Sandra Lee Bartky, an associate professor of philosophy at the University of Illinois at Chicago. In the letter, Ms. Bartky discussed her work on feminist philosophy and urged *The Atlantic* not to print Ms. Sommers' article.

"I can assert with confidence that

many of Professor Sommers' most provocative claims about feminist scholarship are either uninformed, or deliberately misleading," she said in the letter. "In philosophical circles, Ms. Sommers is rapidly becoming known as a right-wing ideologue."

### 'An Outraged Response'

Ms. Bartky went on to note that a piece Ms. Sommers wrote for *The Chronicle* (October 11, 1989) "provoked an outraged response from a number of reputable philosophers." She urged *The Atlantic* "to seek a better informed and less prejudiced writer."

Asked about the letter, Ms. Bartky first denied she had asked *The Atlantic* not to run Ms. Sommers' piece. "I did not suggest censoring her so much as allowing, in the same issue, another

Continued on Page A18

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## A Philosophy Professor Riles Her Feminist Colleagues

Continued From Page A16

Stuart Mill and Mary Wollstonecraft, and today advocate equal pay for women and men, recruitment of women into fields that have traditionally been dominated by men, and stepped-up efforts to prevent such crimes as rape and wife beating.

Most feminist philosophers, Ms. Sommers says, are "gender feminists." Gender feminists, she says, want to eradicate wherever possible the differences between men and women and to abolish the traditional male. She says this comes about because they view women as a class.

"We Don't Want It"

Says Ms. Sommers: "It's almost as if you could take *The Communist Manifesto* and cross out class and put in gender."

Must women, Ms. Sommers says, want nothing to do with gender feminism? "We've heard what they are offering and we don't want it," she says. "Most women still enjoy a certain amount of male gullibility, they enjoy a male-female dynamic, certain ways of dress. Sure there are problems, but we don't want a revolution."

Even though most women reject their ideas, gender feminists have taken over women's studies departments and important positions in academic associations, she says, and are keeping "divisive feminists" who question their thinking. "I see them as a powerful cult," Ms. Sommers says.

She says it is dangerous for universities to have departments where only certain viewpoints are tolerated. "I know they have ideological fends and they feel they have some sort of rich and complex intellectual diversity because they have Freudian feminism and eco-feminists and Marxist feminists and feminist separatists. But to me, it's just the gummi from A to B," she says.

## Controversy Over an Article Illustrates Enmity of 'Political Correctness' War

Continued From Page A16

perspective, I suggested inviting one of the leading people in the field to give the other perspective," she said.

But when confronted with the fact that her letter contained no such suggestion, Ms. Barkly said it was legitimate to urge the magazine not to print Ms. Sommers' piece. "I wouldn't want a nut case who thinks there was an Holocaust to write about the Holocaust," Ms. Barkly said. "Editors exercise discretion. By not asking someone to write a piece, that's not censorship, that's discretion."

Ms. Sommers has written about Ms. Barkly's letter in an article that will be published later this month in *Proceedings and Addresses of the American Philosophical Association*. In her article, Ms. Sommers says: "It would appear that some of our leading feminist philosophers are as accomplished at squelching out 'silencing' uncooperative women as anyone out there in the heteropatriarchy."

Ms. Sommers' critics—many of them the people she criticizes—say the problems with her analysis become clear by looking at what she says about them.

Take, for instance, the recent clash between Ms. Sommers and Sandra G. Harding, a professor of philosophy and director of women's studies at the University of Delaware. In a November piece in *The Wall Street Journal*, Ms. Sommers wrote: "Scientists are not naturally thoughtful as we violent, in gender feminist eyes, however, man's desire to understand nature and 'penetrate' her secrets is essentially a demand for her sexual submission. As the University of Delaware's Sandra Harding, a leading feminist critic of science, explains: 'If we put it in the most blunt feminist terms used today, we'd talk about marital rape, the husband as scientist forcing nature to his wishes.'"

The quote is from a talk Ms. Harding gave about sexual metaphors in science. But Ms. Harding says that the quote refers to the metaphor used by scientists themselves—not by her—and adds that she does not believe scientists are the equivalent of rapists.

By using the quote, Ms. Harding says, Ms. Sommers "is trying to make us look sexually dangerous by implying that that is my major preoccupation."

### Positive Influence Cited

The reality, Ms. Harding says, is that the feminist philosophical critique of science is gaining widespread support among the public. She cites the recent push in Congress for more federal research on women's health issues as an example of the positive influence of feminist philosophy. Scholars like herself, Ms. Harding says, have been arguing for years that scientific research is not "neutral" and that the public must examine who is benefiting from research policies.

Ms. Jaggar says she stands by that sentence, but does not oppose all marriage or the concept of romance. Ms. Jaggar adds that she finds it ironic to be portrayed as a "nazi-family" when she has been married for 25 years and has three children. She says, though, that she is uncomfortable mentioning her marital status because she does not believe marriage should be a credential for criticizing traditional family life.

### 'Dangerous' Conservative

Some feminist scholars who have been criticized by Ms. Sommers and several others whose work Ms. Sommers hasn't discussed asked not to be quoted by name for this story. They do have opinions about her, though. Several call her "ungracious" and say that newspapers should not print her opinion pieces or write stories on her. Others say it is in league with conservatives trying to push back the successes of the women's movement. Others question her intelligence.

Several also say they are afraid of arguing with Ms. Sommers because they do not want to be mentioned in her speeches and articles.

—SCOTT JASCHIK

Another scholar whom Ms. Sommers has attacked frequently is Susan McClary, a professor of musicology at the University of Minnesota. Ms. McClary drew Ms. Sommers' ire for describing Beethoven's "Ninth Symphony" as "one of the most horrifying moments in music, as the carefully prepared cadence is frustrated, damming up energy which finally explodes in a throttling murderous rage of a rapist incapable of attaining release."

Ms. McClary says the inference

Ms. Harding of Delaware says these facts are justified.

Ms. Sommers "is trying to demonize people," Ms. Harding says. She relates that in three places where she has been invited to speak, people have circulated copies of Ms. Sommers' writings about Beethoven and asked that the invitations be withdrawn. (In the end, none was.)

Ms. Harding also says Ms. Sommers' writings "This has a chilling effect on young scholars when they can expect that leading opinion journals will ridicule people's scholarly work."

Sandra Lee Barkly, professor of

**"I started to run into this amazing literature by feminists, which was so relentlessly hostile to the family, revolutionary, and patronizing to most women."**

philosophy at the University of Illinois at Chicago, says Ms. Sommers' agenda goes far beyond criticizing prominent scholars. "She is allied with the National Association of Scholars and she shares their agenda, which is to do away with women's studies, black studies, multiculturalism, etc.,"

"Old-Girl Network"

In answering her critics, Ms. Sommers says she does not want her writings used by people to block invitations to speaking events. She scoffs at the notion that her writings discourage young scholars from their work, saying that the gender feminists are the establishment in higher education today, and that an "old-girl network" exists for young feminists. "These women think of themselves as victims, yet they have huge salaries, they run programs and departments," she says.

The criticism that particularly upsets Ms. Sommers are the charges that she is a right-wing ideologue and takes other scholars' opinions out of context. "Instead of making a good-faith effort to respond to my arguments, they resort to name calling," she says. "They are happy to take the praise for attacking an intellectual revolution, but when I cite the positions that are revolutionary, they say I quote them out of context. If they have these positions, they should have the intellectual integrity to take responsibility for them."

"In the cozy confines of feminist workshops, their positions are even more radical."

While Ms. Sommers infuriates many feminist theorists, she also has strong supporters in academe. Daniel Bonevac, chairman of the philosophy department at the University of Texas at Austin, says: "Within the academy, a group of

thinkers has taken feminism in ways that seem to reward feminists as bizarre. It's true, these thinkers are angry with her, but that's because they rely for their legitimacy on identification with real-world feminists and Christian H. Hawn their cause."

Camille Hahn, professor of humanities at the University of the Arts and another prominent critic of feminists, says Ms. Sommers is "defiant, insensitive, and learned" and that the attacks on her by feminist theorists are typical of the way academic debate is conducted today.

Ms. Jaggar says she is pleased that Ms. Sommers' work takes shots at "all of the wildly over-inflated feminist reputations sitting like big fat ducks in academe."

For the next year, Ms. Sommers will devote herself to doing just that, as she works on her book. When she is done, she says, she wants to return to more traditional academic work, particularly looking at issues such as moral education in the schools. "This activity unfortunately seems to take all my time," she says.

Ms. Sommers says she is optimistic that, over time, women's studies departments will represent a broader range of views. She is pleased that Clark's women's studies department agreed to cross-list her course in feminist theory last semester, after first refusing to do so.

In the end, Ms. Sommers says she believes the changes she wants to see will come from the women just now entering academe. "Maybe a generation of women who people current 'us' better and don't have an ax to grind will bring more vitality and humor and *jolie de vivre*," Ms. Sommers says, "and we'll get a whole new kind of women's studies."

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University, Broadway & Madison, Seattle 98122; 127 pages, \$19.95, plus \$3 for shipping. "Times the university's history since its founding as a parish school in 1891."

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Swift, Jr. (ASAC-Higher Education Reports, George Washington University, One Dupont Circle, Suite 520, Washington 20036; 164 pages, \$12.75 prepaid for members of the Association for the Study of Higher Education, the American Association for Higher Education, the American Educational Research Association, and the Association for Institutional Research, \$17 prepaid for non-members; make checks payable to (c) ASAC-Higher Education, 317 Academy Street, Suite 520, Washington 20036; 164 pages, \$12.75 prepaid for members of the Association for the Study of Higher Education, the American Association for Higher Education, the American Educational Research Association, and the Association for Institutional Research, \$17 prepaid for non-members; make checks payable to (c) ASAC-Higher Education, 317 Academy Street, Suite 520, Washington 20036; 164 pages, \$12.75 prepaid for members of the Association for the Study of Higher Education, the American Association for Higher Education, the American Educational Research Association, and the Association for Institutional Research, \$17 prepaid for non-members; 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The Department of Energy is opening two new high-performance-computing research centers this month—one at Los Alamos National Laboratory and the other at Oak Ridge National Laboratory. Both centers will use prototypes of supercomputers to be installed in working increments over the next 12 to 15 months.

Researchers at the centers plan to experiment with applications of new computer systems to scientific, environmental, and economic problems. As initial projects, the Oak Ridge center will look to the problems of modeling the movement of pollution in groundwater, while the Los Alamos facility will concentrate on global climate modeling.

Students from seven higher-education institutions—Rice, Texas A&M, and Vanderbilt Universities; the Universities of South Carolina, Tennessee at Knoxville, and Wyoming; and the State University of New York at Stony Brook—will work on research projects with the Oak Ridge center.

Lafayette College students who want to communicate with the president use the campus computer network and leave a message on the presidential bulletin board.

Students can comment on campus issues, register complaints, and bring any matter to the administration's attention. Typical messages concern the condition of the residence halls, the cost of food in dining halls, and the economic impact of the new college center on student hangouts on the campus.

The president, Robert I. Rothberg, usually responds electronically to the notes in a day or two, depending on his schedule, but he also reserves the right not to comment at all.

For anthropology professors who want their students to get a feel for their field, the Smithsonian Institution is offering a series of videotaped dialogues between professionals.

The dialogues, in which one anthropologist interviews another, often shed light on the influence professors have on students' decisions to concentrate on anthropology. They also reveal anthropologists' views on methods of research and on their relationships with associates and field assistants.

The scientists are from all four sub-fields of the discipline—archaeological, cultural, linguistic, and physical anthropology—according to John Homiak, acting director of the Human Studies Film Archives, which keeps the tapes.

Currently, 27 videotapes are available. They run between one and two hours and cost \$40 each.

For more information, contact John Homiak, Human Studies Film Archives, National Museum of Natural History, Smithsonian Institution, Room 2307, Washington 20560; (202) 357-3349.



## Information Technology



In studying the Great Sphinx of Egypt (above), researchers have created a computerized image of the monument as it may have appeared 3,400 years ago (composite photograph at left).

By DAVID L. WILSON

ABOUT 3,400 YEARS AGO, on the Giza plateau near Cairo, Egyptians saw an enormous head protruding from the desert. When they cleared away the sand, they found a deteriorating figure with the body of a lion and the head of a man. At that point, the Egyptians began the first restoration of the Great Sphinx, which had been carved from a single rock by their ancestors nearly 1,200 years before.

Today researchers can study a computer representation of the Sphinx as it appeared after that first restoration. They can examine the electronic reproduction from any angle and in any convenient form, from a wire frame showing the monument's contours to a picture so realistic it rivals a photograph.

The computer representation also offers the first detailed "map" of the Sphinx as the monument exists today, accurate to a millimeter.

With the computerized Sphinx, "we can preserve the form of the ancient object for future generations. Hopefully, we'll be able to preserve the real thing as well," says Mark F. Lehner, an assistant professor of Egyptian archaeology at the University of Chicago's Oriental Institute, who helped develop the computer version.

Mr. Lehner gathered many of the data used to create the electronic Sphinx in 1979, taking photographs of the monument using photogrammetry, a process that can capture an object in three dimensions. He also took physical measurements of the monument, spending two years clambering about the Sphinx with a tape measure, drawing a master plan.

The data lay around for the better part of a decade until they were digitized—transformed into numbers that computers can understand and manipulate—by technicians at the Jerde Partnership Inc., an architectural firm in Venice, Cal.

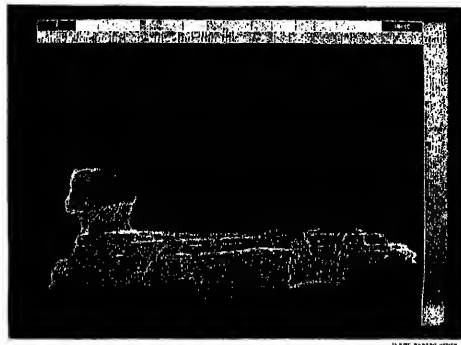
The work would have been prohibitively expensive just a few years ago, says Mr. Lehner, but advances in computer technology meant that the hardware and software for the project could be obtained for under \$15,000.

Using a desktop computer and off-the-shelf software, experts at Jerde created a contour map, technically known as a wire-frame model, of the Sphinx. Technicians developed the model by tracing over Mr. Lehner's hand-drawn maps with an instrument that can sense movement. The movements of the instrument were stored within the computer, which then reassembled the lines and displayed them on the screen.

The wire frame, which showed the Sphinx in three dimensions, could be ex-

## An Electronic Restoration of the Great Sphinx

Researchers can study its image from any angle



This three-dimensional "wire framework," generated by computer, enables researchers to examine the contours of the Great Sphinx from any angle.

amined from any angle. However, it had some disadvantages.

"At that point, we had the shape of the Sphinx, but it was like a mass of spaghetti," Mr. Lehner says.

Additional software allowed technicians to put a realistic "skin" on the framework. "It was like sculpting the Sphinx again in the computer, based on our data," says Mr. Lehner.

At present the contours added to the wire-frame model are able to display changes only about every 10 inches, or 25 centimeters, but the data can generate an image with much more precision. "We're going to develop finer and finer detail," says Mr. Lehner.

Most archaeologists believe the Sphinx was carved about 2,600 B.C. "It was created like Mount Rushmore," according to Mr. Lehner. (It was commissioned by Pharaoh Khafre after he completed building the second of the three pyramids on the Giza plateau.)

Eventually, Giza and its monuments were abandoned to the shifting sands. About 1,200 years after it was originally built, the site was rebuilt by the Egyptians under Pharaoh Thutmose IV, who was, Mr. Lehner notes, "Tutankhamen's great, great grandfather."

At that time, around 1,400 B.C., the

Egyptians had conquered many neighboring peoples, and in some of the lightest of the Sphinx, but it was like a mass of spaghetti," Mr. Lehner says. "All states do this in times of great expansion—kings and monarchies in particular," says Mr. Lehner. "It's the equivalent of the English monarchs' building new chapels at Cambridge, or Presidential libraries, commemorating a period of power."

Under Thutmose, a casing of high-quality limestone was added to the Sphinx. The actual body of the statue is badly weathered today and, says Mr. Lehner, "It was probably badly weathered back in Pharaonic times."

THE ROCK from which the Sphinx was carved is limestone that was formed 50 million years ago as seawater retreated northward to the Mediterranean. "The bottom layer of the Sphinx is a very hard, brittle stone that was a coral reef," says Mr. Lehner.

That layer passes through the Sphinx from a height of about nine feet in the rear, sloping to about two feet at the front paws. On top of this layer are alternating soft and hard layers that weathered badly, even in ancient times. The head is a hard layer, but it is not brittle like the coral reef below.

"It's nicely carveable, and that's why fine relief like the eyebrows and the lips, where they're not damaged, still remain after 4,600 years without being weathered away," says Mr. Lehner.

Additional casings and patchwork repairs were added to the original restoration, probably around 500 B.C. and again under the Romans, he says.

The computer model gave Mr. Lehner a

Continued on Page A23

**"The Sphinx is unique, and there's so much concern about it that it's sort of a flagship for all the issues of conservation and our archaeological heritage."**

## LIBRARIES

- Computer project will catalogue fiction by subject headings
- Collection of volumes on life in the South under development
- Patent office offers on-line access to its main data bank
- Multimedia program aims to teach reading and writing skills
- 'Crystal Ball' locates electronic information about chemistry

The Library of Congress and the Online Computer Library Center are sponsoring a pilot project designed to add subject headings to computerized bibliographic records for works of fiction.

Linda G. Gabel, senior quality-control librarian for the OCLC and manager of the project, says that until now, library users have been unable to gain access to adult fiction by subject. Traditionally, fiction is catalogued by author, title, publisher, place and date of publication, size, and call number.

Subject access has been available for collections of stories but not for novels. "If you wanted to get a collection of Christmas stories by subject, you could get it, but if you wanted a particular book that had a Christmas setting, you could not find it," Ms. Gabel says.

Eight libraries are adding subject headings to records in OCLC's massive data base, and those additions are being transferred to the Library of Congress's data base.

Ms. Gabel says many libraries have been adding subject headings under their local electronic cataloging systems for years, but the OCLC system was not capable of this procedure until recently. "The Library of Congress has found that it is not cost-effective to do subject access for individual works," she says.

For more information, contact Linda G. Gabel, Online Computer Library Center, 655 Prantz Road, Dublin, Ohio 43017; (614) 764-6374.

Three North Carolina universities have joined forces to develop a major collection of volumes on life in the South.

The two-year project, called Documenting the Contemporary South, will be built on the strong pre-World War II collections of Southern American at the three institutions—Duke University, North Carolina State University, and the University of North Carolina at Chapel Hill.

Says Suzanne Striedieck, associate director for technical services and collection management at North Carolina State: "What we want to do is update those collections." The project is not designed to preserve materials as much as to develop an aid to scholarship. "The idea is that you'll be able to come to one place and have a really rich, broad collection of material. Many of these materials are not unique, nor are they in danger of disappearing," she says.

The project will be built on Southern folklore, literature, and industries, she says. The additions will be in the form of microfilm, compact disks, and videodisks, as well as standard paper materials. "We'll take advantage of

any format we can get," she says.

The U.S. Education Department is supporting the project with a \$267,000 grant, which the three libraries will use to buy materials.

For more information, contact Suzanne Striedieck, North Carolina State University, Box 7111, Raleigh, N.C. 27695; (919) 515-7185; SUZANNE@LIBRARY.LIU.UNCU.EDU.

The U.S. Patent and Trademark Office is offering, on a two-year-trial basis, on-line access through selected libraries

to its main data bank in Arlington, Va. Fourteen of the office's 69 patent-depository libraries are participating in the experiment.

Electronic searches in the Patent Office in Washington cost about \$25 an hour, but searches through participating libraries will be free during the testing period.

The system offers users the full text of patents issued since 1970, current as of the most recent Tuesday. It does not include pictures. Users can search by company, type of device, or unclassified, and develop their own data bases.

Institutions whose libraries are participating in the experiment include Arizona State, Auburn, North Carolina State, and Oregon State Universities and the University of Nebraska and Utah.

For more information, contact Gil Weidenfeld, U.S. Patent and Trademark Office, 221 Crystal Drive, No. 906, Arlington, Va. 22202; (703) 305-8600.

North Carolina's Davidson County Community College is using a multimedia program called the Principle of the Alphabet Literacy System (PALS) to teach basic reading and writing skills to adults.

"The PALS software itself teaches students functioning below the sixth-grade level basic reading and spelling skills," says Patricia L. Phillips, coordinator of adult basic education at Davidson.

Another component of the multi-

## Information Technology

media program teaches touch typing. "Students spend half of their time on the PALS software and the other half learning how to type," she says. After they learn to type, students move into creative writing and résumé production, where they improve both reading and writing skills.

PALS integrates voice, music, still images, video, graphics, and text. Ms. Phillips says the multimedia aspect of the program makes it an effective tool for students who are functioning at the level of a second-grader or lower.

"The students who have made a good deal of progress say the computer will repeat the same thing hundreds of times until the student understands it," she says. Students say that makes learning easier

than it would be with a human teacher.

Davidson was one of a dozen institutions, most of them public libraries, that were given a PALS laboratory in 1990 through a project co-sponsored by the Library and Information Technology Association and the International Business Machines Corporation, which developed PALS.

For more information, contact Patricia L. Phillips, Davidson County Community College, P.O. Box 1287, Lexington, N.C. 27292; (704) 249-8186.

Students at Yale University are using the "Chemist's Crystal Ball" to locate electronic information about chemistry, in-

cluding bibliographic, database, and on-line information.

The system is designed for Apple Macintosh computers with "HyperCard" and lets students view information in the electronic form of an index card, according to a developer, Kimberly J. Parker, a geology and chemistry librarian and science bibliographer.

While the system is now being used in three libraries on the campus, she says, "I'm still calling it a prototype version, because I'm not satisfied yet with what it's doing."

With the system, says Ms. Parker, students can send or receive an electronic message, paste it into a paper, add a drawing of a chemical structure created by the machine, and search the library catalog.

"The system is intended for basic users," she says. "People who know what they're doing tend to get frustrated by the menu." She is trying to adapt the system so a chemistry professor can add or remove items from the menu.

The system was developed with support from the Apple Corporation.

For more information, contact Kimberly J. Parker, Kline Science Library, Yale University, 219 Prospect Street, New Haven, Conn. 06511; (203) 432-3439; KIMBERLY.CATSM@YCC.YALE.EDU.

—DAVID L. WILSON

Briefly Noted

- The Library of Congress has issued an update to the "USMARC

Format for Holdings Data" with changes and additions recommended in the last two years by the Machine-Readable Bibliographic Information Committee. The format includes codes to accommodate non-serial holdings. "Update No. 1" is available for \$20 from the Library of Congress, Cataloging Distribution Service, Washington 20541-5017; (202) 707-6100.

- Electronic Information Systems in Sci-Tech Libraries, a collection of articles on library networks and data bases edited by Cynthia Steinkamp, director of the Institute of Technology Libraries at the University of Minnesota, is available for \$22.95 from Haworth Press, 10 Alice Street, Binghamton, N.Y. 13902-1510; (800) 342-9678 or (607) 722-1449.

## Computerized 'Map' of Great Sphinx Aids Researchers

Continued From Page A21

unique opportunity to develop a three-dimensional representation of what the Sphinx might have looked like after it was restored by Thutmose, Mr. Lehner gave the computerized rendering the face of the Sphinx's original patron, Pharaoh Khufu, whose visage he took from a known statue of the monarch, digitized, and knitted into the existing features of the Sphinx on the computer.

## Fragments of the Beard

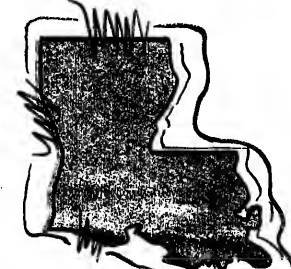
Scholars have known for years that the Sphinx originally had a beard, but only fragments of it remain. Mr. Lehner was able to add the beard to the simulation after studying the fragments. "It was quite easy to extrapolate the rough shape, length, and even the breaking of the beard," he says. Fragments of a statue were found with the beard fragments, and some ancient records suggest that a statue of a pharaoh stood between the paws of the Sphinx, says Mr. Lehner, who added such a figure to the simulation by digitizing a statue of Ramesses II. The original statue was probably a striding figure of Amenhotep II, the father of Thutmose, he says.

Although Mr. Lehner's recreation of the Sphinx as it might have appeared some 3,000 years ago has attracted attention, he says, "the most significant aspect of this project is the model of the Sphinx as it is today."

New advances in computing have made it even easier to produce computer models. "We're computer modeling the entire Giza plateau at the Oriental Institute computer laboratory," he says. Using the computer model, Mr. Lehner says, conservationists can study the probable effects of erosion on the Sphinx over decades, and can experiment with different preservation techniques.

"The Sphinx is unique, and there's so much concern about it that it's sort of a flagship for all the issues of conservation and our archaeological heritage," he says. "Our studies of how best to preserve the Sphinx may have a lot to teach about conserving valuable works of art and monuments that can never be replaced."

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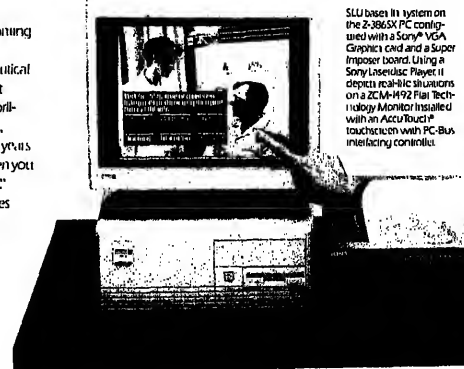
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## CONFERENCES

Simulation in education for bus., mgmt., Jan. 20-22, 1992, Newport Bch, CA. Prof. Roberts, 605-640-0003.

Simulation in engineering & bus., Jan. 20-22, 1992, Newport Beach, CA. Call 610-877-3968.

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## THE CHRONICLE OF HIGHER EDUCATION

## Section 2

January 15, 1992

## OPINION

The Origins  
of PC

Many lessons of history  
show how disastrous  
'politically correct' ideas can be

Architecture: Washington  
University's daring design B6



End Paper: Modernist  
painting in Chicago B72

Mélanges  
B4

Letters  
to the Editor  
B3-5

Bulletin Board  
B8-71

By John M. Ellis

BOTH sides in the current debate  
about "political correctness" as-  
sume that modern theory—whether  
political, social, or literary—has produced  
the ideas that are the focus of the present  
controversies: cultural relativism, hostility  
toward racism and sexism in Western soci-  
ety, suspicion that classic books provide  
elitist rationales for controlling women and  
power relationships. But these ideas are not  
new, and theory is not their source.  
From the earliest times, inhabitants of  
Western society have been prone to recur-  
ring fits of politically correct—but quintes-  
sentially Western—self-doubt.

In the first century A.D. the Roman his-  
torian Tacitus wrote an idyllic account of  
the Germanic people. Compared to civi-

lized Romans they were barbarians, part  
of the third world of their day. Yet to Tacitus  
they were remarkable people—so instinc-  
tively democratic that their kings ruled  
only through persuasion and their generals  
commanded by example rather than rank.  
They had no greedy financiers, and they  
valued the opinions of women. But when  
Tacitus says that no one in Germany finds  
vice amusing and the way include Rous-  
seau's adulation of the Noble Savage, the  
German Romantics, and Marx's imagined  
society whose state will wither away, pre-  
sumably when natural goodness can sub-  
stitute for law.

History has been brutal to these illu-  
sions. Tacitus did not live to see his noble  
German run smack in the centuries that  
followed: The victims of the reign of terror  
Continued on Following Page









## ARCHITECTURE

## A Daring Master Plan That Has Served Washington University Exceptionally Well

By Lawrence Buell Miller

A TYPICAL Beaux-Arts conceit links downtown St. Louis with Washington University's turn-of-the-century campus here on the edge of the city. The conceit, an axis now mostly obliterated, appears in old photographs as a street cutting straight through what became Forest Park. Today only the street's western end survives—as a grand, tree-lined stub delivering the forgotten axis to the foot of a little-used staircase. The stairs, in turn, lift the axis to the campus's ceremonial entrance, an arched gateway in the middle of a Tudor pile called Brookings Hall.

On the other side of the gateway, in a handsome quadrangle, something surprising happens—the imposing axis bumps up against Ridgely Hall and fractures. Its halves are forced through separate, subsidiary arches on either side of Ridgely, and each half is soon split—asymmetrically—again and yet again. The axis dissipates its momentum and its grandeur across the university's long, narrow site, jogging around 1920's stonework and 1960's concrete, cutting over rectangles of lawn, squeezing through Jacobean facades, and finally expiring, exhausted, in front of the glass doors of the gymnasium complex.

Fracturing an axis may seem unremarkable today, but it was daring at the turn of the century, when Beaux-Arts formalism had all but overwhelmed American architecture. And it was in part what won the Philadelphia firm of Cope and Stewardson the 1899 commission to design the Washington University campus. The university has managed since to stand by the spirit, if not the letter, of the plan the firm produced. The reward is a campus that en-

gages scholar and visitor alike, drawing both through a series of linked spaces, large and small, all defined by buildings dressed in soft-red Missouri granite.

Cope and Stewardson was one of six firms invited to enter a master-plan competition organized by the university's trustees after they decided to move the institution to a new site in the suburbs. The other five entrants submitted thoroughly formal designs: McKim, Mead and White's, for instance, resembles a cruciform church. Those by Cass Gilbert and by Carrère and Hastings look like plans not for a college

symmetries—within the front quadrangle, for instance—but placed other buildings seemingly at random. In doing so the plan drew on the firm's successes in adding Gothic-inspired buildings at Bryn Mawr College, the University of Pennsylvania, and Princeton University, as well as on the models of Oxford and Cambridge, which Stewardson had visited before his death in 1896. "Gothic architecture expresses aspiration, growth, development," Walter Cope told Washington University's trustees in 1899. "The Gothic is not fixed but accommodates itself to every variety of

In several cases Cope benefited from mimicking the English colleges' diversity of styles, which in the originals results from additions and changes over the course of centuries.

but for a repeat of the 1893 Chicago World's Columbian Exposition, whose gleaming white buildings had inaugurated American architecture's Beaux-Arts period.

IN CONTRAST, Cope and Stewardson's Gothic plan was asymmetrical—meaning that it would not look incomplete if it was not built all at once, as Buford Pickens and Margaretta J. Darnall point out in a 1978 book on the university's architecture. In 1899 the trustees had money for seven buildings, a respectable start; but any of the more formal plans would have looked unfinished with only seven structures. The McKim, Mead and White plan, for instance, proposed a total of more than 25 buildings, each facing its twin.

Cope and Stewardson did create minor

impulse and mood. It is one moment solemn—another playful. One moment it expresses power, ambition—another, contentment.

In his plan for the campus here, Cope effectively recalled England's medieval colleges by recreating their cramped conditions and irregular sites in just a few spots: He built the strikingly vertical Graham Chapel almost right beside a neighboring dormitory building, for instance, although the site would have allowed a generous lawn between the two. Cope's plan both preserved large, open areas and created a number of intimate spaces that have a surprisingly friendly feeling.

His building designs are similarly adept at exploiting the possibilities of scale. Seen from the bottom of the staircase it overlooks, the length and height of Brookings

make it as imposing a landmark as a college could want; in designing McMillan Hall, a women's dormitory that is just as large, Cope disguised the mass with gables, bays, and towers in such profusion that the whole seems comfortably residential.

In several cases Cope benefited from mimicking the English colleges' diversity of styles, which in the originals results from additions and changes over the course of centuries. In Brookings and Ridgely, completed within months of each other to turn two sides of the front quadrangle, he contrasts a purely English Tudor style with the later, Renaissance-influenced architecture of the Jacobean era. He also copied the English colleges in assuming that no side door, no secondary tower, was too insignificant to be well designed. His buildings entertain at every turn.

From the 1920's to the early 1950's, a number of buildings were added to the campus by the firm of Jamieson and Speer. By and large, the additions retained Cope and Stewardson's stylistic vocabulary, although a pair of matching neoclassical buildings was constructed in front of Brookings. Otherwise Cope's campus plan remained intact until 1960, when an enormous new library was constructed smack in the middle of the campus.

The best thing that can be said about the library is that its above-ground portions rose only two stories, preserving the campus skyline. But what the building could not have in height it took in footprint, spreading over a huge area. And although its architects tried to offer modernist echoes of Cope's Gothic vocabulary, the size and especially the site of the building damns it beyond redemption. The only campus feature that even begins to rival it as an eyesore is a series of fenced tennis courts that block the central lawn near the gym.

New buildings since the 1960's have brought mixed results. A 1970 law school by a Swiss architect, Dolf Schnebli, mimics Cope's courtyards and variegated rooflines in a concrete complex that has aged badly. The concrete is flaking, the window frames have dulled, and the courtyard needs desperately to be softened with greenery. New science buildings, not all of them sympathetic to their neighbors, have

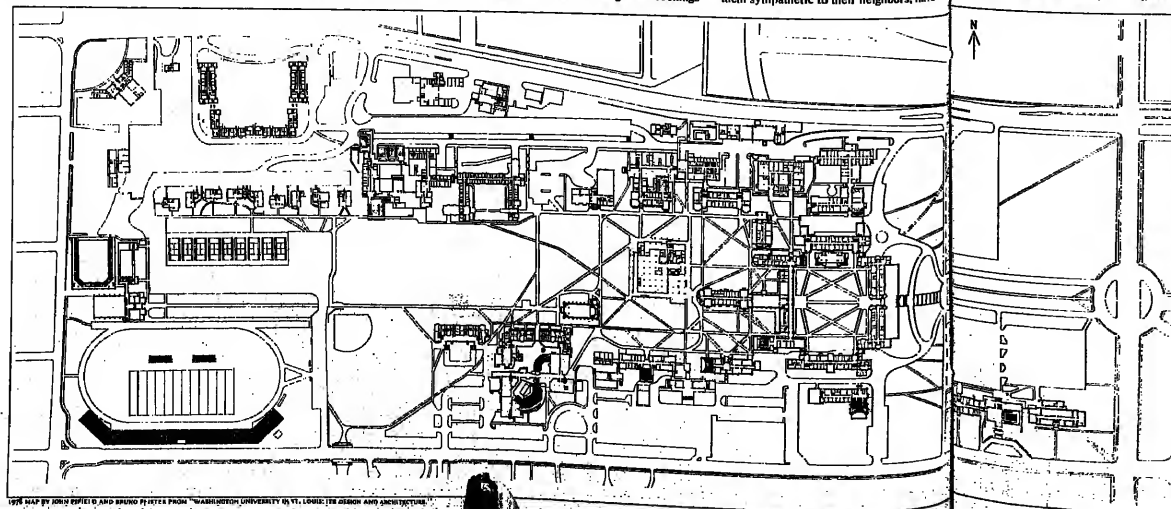
crowded the northeast corner of the campus until its quadrangles are little more than deep, shaded walkways.

MORE PLEASING is the effect of a 1985 business-school complex designed by the Boston firm of Kallmann, McKinnell, and Wood for the southern side of the campus. It is the first building to respond at all seriously to what the university's architecture dean, Constantine E. Michaelides, describes as one of the campus's most serious challenges: The side of the university most people see regularly today is not the Brookings entrance, much used in streeter days, but the long Forsyth Boulevard facade that marks the campus's southern edge.

Cope's plan for the campus foresaw a pedestrian core onto which buildings faced. In turn, the university's northern and southern edges accumulated parking lots, loading docks, and Dumpsters, none of them attractive. The business school, however, presents Forsyth with a handsome and prominent entrance that recalls H. H. Richardson's trademark arches. The building also makes a deft transition from edge to core. On its campus front, the business school respects Cope's plan, establishing a terminus for one of his subsidiary axes and offering second and third walls to what becomes a new quadrangle.

The business-school complex also serves as a reminder that the Cope and Stewardson plan's flexibility has served the university exceptionally well. Other architects also worked in what has come to be called the "collegiate Gothic" style—Henry Ives Cobb at the University of Chicago, for instance, and James Gamble Rogers at Yale University. But on few other campuses has the intent of a single master plan been followed so long or so successfully through—as Cope put it—"every variety of impulse and mood."

Washington University has an imposing entrance through Brookings Hall (right). Beyond that, the campus plan (below) establishes an intimate scale and an eclectic character modeled on those of college buildings in England.



1996 MAP BY JIMMY ELLIOTT AND BRUNO PETERLIN FROM "WASHINGTON UNIVERSITY: A VISUAL GUIDE TO THE DESIGN AND ARCHITECTURE"

BLACK AND WHITE PHOTOGRAPH BY THE CHRONICLE















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##### Lafayette, Louisiana

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## GALLAUDET UNIVERSITY

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Management, Science  
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School of Management  
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**College of Education:**  
Education, Science  
School of Education  
School of Education  
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**College of Business:**  
Business, Science  
School of Business  
School of Business  
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**College of Health & Human Services:**  
Health & Human Services, Science  
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**College of Law:**  
Law, Science  
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School of Law  
School of Law

**College of Social & Behavioral Sciences:**  
Social & Behavioral Sciences, Science  
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**College of International Studies:**  
International Studies, Science  
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Environmental Studies, Science  
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**College of Public Administration:**  
Public Administration, Science  
School of Public Administration  
School of Public Administration  
School of Public Administration

**College of Urban & Regional Studies:**  
Urban & Regional Studies, Science  
School of Urban & Regional Studies  
School of Urban & Regional Studies  
School of Urban & Regional Studies

**College of Community Development:**  
Community Development, Science  
School of Community Development  
School of Community Development  
School of Community Development

**College of Social Work:**  
Social Work, Science  
School of Social Work  
School of Social Work  
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**College of Criminal Justice:**  
Criminal Justice, Science  
School of Criminal Justice  
School of Criminal Justice  
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**College of Forensic Science:**  
Forensic Science, Science  
School of Forensic Science  
School of Forensic Science  
School of Forensic Science

**College of Health Services:**  
Health Services, Science  
School of Health Services  
School of Health Services  
School of Health Services

**College of Rehabilitation:**  
Rehabilitation, Science  
School of Rehabilitation  
School of Rehabilitation  
School of Rehabilitation

**College of Deaf Studies:**  
Deaf Studies, Science  
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## Cabrillo College

### Santa Cruz County, California

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### FALL 1992

Eastern Connecticut State University is characterized by an innovative undergraduate and graduate program, dynamic research, and a commitment to excellence in teaching and scholarship. Eastern is seeking to expand its faculty and is currently accepting applications for the following positions:

**Mathematics:** Applications are invited for the position of Assistant Professor of Mathematics. The successful candidate will teach and supervise student teachers in the field of Mathematics.

Applicants should possess a doctoral degree in Mathematics and have a minimum of three years of teaching experience in the field of Mathematics. Send letter of application, curriculum vitae, and references to: Dr. Robert J. Redding, Chair, Department of Mathematics, Eastern Connecticut State University, 1000 Main Street, Waterbury, CT 06705.

**Science:** Applications are invited for the position of Assistant Professor of Science. The successful candidate will teach and supervise student teachers in the field of Science.

Applicants should possess a doctoral degree in Science and have a minimum of three years of teaching experience in the field of Science. Send letter of application, curriculum vitae, and references to: Dr. Robert J. Redding, Chair, Department of Science, Eastern Connecticut State University, 1000 Main Street, Waterbury, CT 06705.

**History:** Applications are invited for the position of Assistant Professor of History. The successful candidate will teach and supervise student teachers in the field of History.

Applicants should possess a doctoral degree in History and have a minimum of three years of teaching experience in the field of History. Send letter of application, curriculum vitae, and references to: Dr. Robert J. Redding, Chair, Department of History, Eastern Connecticut State University, 1000 Main Street, Waterbury, CT 06705.

**Political Science:** Applications are invited for the position of Assistant Professor of Political Science. The successful candidate will teach and supervise student teachers in the field of Political Science.

Applicants should possess a doctoral degree in Political Science and have a minimum of three years of teaching experience in the field of Political Science. Send letter of application, curriculum vitae, and references to: Dr. Robert J. Redding, Chair, Department of Political Science, Eastern Connecticut State University, 1000 Main Street, Waterbury, CT 06705.

**Sociology:** Applications are invited for the position of Assistant Professor of Sociology. The successful candidate will teach and supervise student teachers in the field of Sociology.

Applicants should possess a doctoral degree in Sociology and have a minimum of three years of teaching experience in the field of Sociology. Send letter of application, curriculum vitae, and references to: Dr. Robert J. Redding, Chair, Department of Sociology, Eastern Connecticut State University, 1000 Main Street, Waterbury, CT 06705.

**Anthropology:** Applications are invited for the position of Assistant Professor of Anthropology. The successful candidate will teach and supervise student teachers in the field of Anthropology.

Applicants should possess a doctoral degree in Anthropology and have a minimum of three years of teaching experience in the field of Anthropology. Send letter of application, curriculum vitae, and references to: Dr. Robert J. Redding, Chair, Department of Anthropology, Eastern Connecticut State University, 1000 Main Street, Waterbury, CT 06705.

**Geography:** Applications are invited for the position of Assistant Professor of Geography. The successful candidate will teach and supervise student teachers in the field of Geography.

Applicants should possess a doctoral degree in Geography and have a minimum of three years of teaching experience in the field of Geography. Send letter of application, curriculum vitae, and references to: Dr. Robert J. Redding, Chair, Department of Geography, Eastern Connecticut State University, 1000 Main Street, Waterbury, CT 06705.

**Environmental Studies:** Applications are invited for the position of Assistant Professor of Environmental Studies. The successful candidate will teach and supervise student teachers in the field of Environmental Studies.

Applicants should possess a doctoral degree in Environmental Studies and have a minimum of three years of teaching experience in the field of Environmental Studies. Send letter of application, curriculum vitae, and references to: Dr. Robert J. Redding, Chair, Department of Environmental Studies, Eastern Connecticut State University, 1000 Main Street, Waterbury, CT 06705.

**Health Services:** Applications are invited for the position of Assistant Professor of Health Services. The successful candidate will teach and supervise student teachers in the field of Health Services.

Applicants should possess a doctoral degree in Health Services and have a minimum of three years of teaching experience in the field of Health Services. Send letter of application, curriculum vitae, and references to: Dr. Robert J. Redding, Chair, Department of Health Services, Eastern Connecticut State University, 1000 Main Street, Waterbury, CT 06705.

**Recreation Management:** Applications are invited for the position of Assistant Professor of Recreation Management. The successful candidate will teach and supervise student teachers in the field of Recreation Management.

Applicants should possess a doctoral degree in Recreation Management and have a minimum of three years of teaching experience in the field of Recreation Management. Send letter of application, curriculum vitae, and references to: Dr. Robert J. Redding, Chair, Department of Recreation Management, Eastern Connecticut State University, 1000 Main Street, Waterbury, CT 06705.

**Physical Education:** Applications are invited for the position of Assistant Professor of Physical Education. The successful candidate will teach and supervise student teachers in the field of Physical Education.

Applicants should possess a doctoral degree in Physical Education and have a minimum of three years of teaching experience in the field of Physical Education. Send letter of application, curriculum vitae, and references to: Dr. Robert J. Redding, Chair, Department of Physical Education, Eastern Connecticut State University, 1000 Main Street, Waterbury, CT 06705.

**Art:** Applications are invited for the position of Assistant Professor of Art. The successful candidate will teach and supervise student teachers in the field of Art.

Applicants should possess a doctoral degree in Art and have a minimum of three years of teaching experience in the field of Art. Send letter of application, curriculum vitae, and references to: Dr. Robert J. Redding, Chair, Department of Art, Eastern Connecticut State University, 1000 Main Street, Waterbury, CT 06705.

**NKU** **NORTHERN KENTUCKY UNIVERSITY**  
College of Professional Studies

### Tenure Track Faculty Position

### DEPT. OF COMMUNICATIONS

**DEPT. OF EDUCATION**  
Assistant Professor, Science Education. Tenure-track position begins August, 1992. Requirements: Doctorate degree in ABEJ and maintenance of 3 years public school teaching experience. Preference be given to candidates having taught in early elementary grades. Application deadline: February 1, 1992 or until position is filled.

**DEPT. OF NURSING**  
Tenure-track position beginning August, 1992 in Bachelor's/master's program in nursing. Master's degree in Nursing or related field; Master's degree in community nursing; able to teach in Kentucky and Ohio; clinical and teaching experience preferred. Applications will process until position is filled.

**DEPT. OF TECHNOLOGY**  
Assistant or Associate Professor of Office Systems Technology. Full tenure-track position teaching courses with emphasis on business communication, office management, and computer applications. EOE. Minimum requirements: 1) Graduate degree in business or related field; 2) Information Systems with extensive work in office systems technology; 3) Excellent office experience required. College level teaching and supervisory experience desirable. Publications and research experience required. Application deadline is February 29, 1992. Appointment August, 1992.

Assistant Professor in Industrial Technology, pending funding. Position involves teaching and supervising students in a variety of degree programs in construction. Degree degree in industrial technology, construction management or closely related field required. Relevant work experience required. College level teaching/industrial experience preferred. Salary commensurate with experience. A desirable. Evidence of ability in scholarly endeavors is required. Application deadline is February 29, 1992. Appointment date August, 1992.

Assistant Professor Engineering Technology, Tenure-track position. teaches courses in material, static, dynamics, heat transfer, manufacturing technology and related areas. Appropriate master's degree in engineering technology or related field. College level teaching experience desirable. Application deadline is February 29, 1992. Appointment date is August, 1992.

**NORTH KENTUCKY UNIVERSITY** is a comprehensive, metropolitan institution offering Associate, Bachelor's and Graduate degrees. Located 5 miles southeast of Cincinnati, OH, the University of Cincinnati is a member of the University System of Cincinnati. The University of Cincinnati is a member of the University System of Cincinnati. The University of Cincinnati is a member of the University System of Cincinnati.

606) 572-5568. To apply, candidates should submit a letter of intent, resume, and three letters of reference to: Dr. Terri Isherwood, Dean, College of Professional Studies, Northern Kentucky University, 1400 S. Campbell Ave., Highland Heights, KY 40128. All positions are available pending funding for August, 1992. NKU is an Equal Opportunity, Affirmative Action Employer and encourages the application of minorities and minorities.

with Africa, Eastern, Persian, and Arabia. The project requires applicant fellow with high proficiency in Persian and/or Arabic and a strong background in the history of the Islamic world. There will be a half-time research appointment and a salary of \$20,000. Applicants should send curriculum vitae, references, transcripts, qualifications, and foreign status, and the name, address and telephone numbers of up to three academic referees to the applicant. Send materials to: Dr. Robert B. Barnett Studies, Harvard University, 1737 Cambridge Street, Cambridge, Massachusetts 02138. Harvard University is an AA/EEO institution.

History of Technology and Science; The Administrative Science Department and the Business Science-Technology Studies Core College. The College is seeking a replacement for 1992/93. Possible courses to be taught include Business Ethics, Issues in Management, Technology and Corporate Strategy, Senior Projects for Science-Technology Studies, and other courses in the science-technology studies area. Candidates should have Ph.D.'s in hand. Colby is a highly selective liberal arts college.

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search, and survive. To apply: Send letter of interest and resume to: **Director, RIVINGTON Economic Knowledge Foundation**, 10000 Wilshire Blvd., Suite 1000, Beverly Hills, CA 90210. For more information on the program, contact: **Ms. Conale C. Bledsoe**, Director of Human Resources, RIVINGTON Economic Knowledge Foundation, 10000 Wilshire Blvd., Suite 1000, Beverly Hills, CA 90210. Position will start August 1992. Review of applications will begin on March 1, 1992. For more information, contact: **Ms. Winnie A. Anzures**, Director of Search Committee, College of Business and Community Services, University of Houston, 4801 University Blvd., Houston, TX 77004-3757. Position commitment is 1 year. Review of applications will begin on March 1, 1992.

University seeks applications for field of the Department of Home Economics. The is filed, EEO/AA Employer.













qualifications (including a Ph.D. in Mechanical Engineering) and research interests in the areas of tribology, mechanical systems, and mechanisms. Candidates with both academic and industrial experiences are especially encouraged to apply. The Department prefers appointments in the non-tenure Assistant Professor position. A successful candidate will be expected to teach and supervise graduate students. A tenured position of Associate Professor or Professor may be considered for exceptional candidates. Applicants should apply in hard copy to the Department Chair, Dr. T. M. Davis, TAM Department, University of Illinois at Urbana-Champaign, 1308 Green Street, Urbana, Illinois 61801-2300. Applications should be received by March 15, 1999. For more information, visit our web site at <http://www.mech.uiuc.edu/~tam>. Interviews will proceed until the position is filled. The University of Illinois is an Affirmative Action, Equal Opportunity Institution.



## COORDINATOR OF INTERNATIONAL BUSINESS

College of Business  
Illinois State University

**Coordinator, International Business Program.** Twelve-month appointment, Associate or Full Professor level. The position involves administering and coordinating an interdisciplinary program in an AACSB-accredited College of Business.

**Responsibilities:** The Coordinator administers an office that provides leadership for the academic program involving faculty from the departments in the College. The Coordinator exercises leadership in the development and strategic planning for international business, assist in recruiting and developing faculty with academic degrees and research qualifications and expanding general and regional program development. The Coordinator will maintain liaison with academic departments in the College and other departments on campus. The Coordinator is expected to work closely with students, student organizations and the University Office of International Studies and build alliances with campus and community groups (involvement and coordination of student abroad, placement of graduates, evaluation of internship opportunities and student development are related activities).

**Qualifications:** Preference will be given to an individual with an appropriate master's degree, foreign language skills, demonstrated record of scholarly activity and teaching in the international business area, and prior administrative experience. The position is a full-time position. The successful candidate is expected to qualify for a faculty appointment in one of the academic disciplines in the College of Business.

**Appointment:** July 1, 1992.

**Time Program:** The International Business Program has about 200 undergraduate majors with faculty from all business disciplines. International program is currently active with four international universities in France, Germany, Japan, and Mexico with others to be developed. Currently, the International Business Program provides programs available within the State of Illinois at a public university.

**Remuneration:** Salary is competitive with AACSB standards and an excellent fringe benefit package.

**Application:** Applications will be accepted until the position is filled, but no later than February 1, 1992. Letters of application, vita, and names of three references by February 1, 1992 to:

Dr. Warren R. Nielsen  
Search Committee Chairperson  
College of Business  
Illinois State University  
Normal, IL 61790  
(309) 438-1701

Illinois State University is an Equal Opportunity, Affirmative Action Employer.

## Bucknell

SEARCH EXTENDED:  
COLLECTION DEVELOPMENT LIBRARIAN/  
MANAGER OF COLLECTION SERVICES

**WANTED:** Innovative librarian to realize collection development program, integrating traditional print collections with non-print and computer based information resources. Reporting to the Director, this key position will develop and manage the program, fostering collaborative relationships between faculty and librarians, and provide leadership and support for the collection development activities of each Bucknell librarian (in total). Actively participates in librarywide planning and policy making.

**REQUIRED:** AALSMS; substantial experience in academic librarianship; ability to motivate and develop staff in a matrix environment; strong communication skills; demonstrated analytical and planning abilities. Liberal arts background preferred. Hiring range: low to mid-high.

For maximum consideration, submit letter of interest, resume, and names and phone numbers of three references, by March 25, 1992, to:

Ann de Krom  
Director of Library Services  
Room 100  
Cline Clarke-Bentley Library  
Lewisburg, PA 17033

Applicants from members of minority groups are encouraged.

Media and Documental Information Chairperson, Search Committee, Bucknell University, Lewisburg, PA 17033

Bucknell University is an Equal Opportunity Employer.

## STATE COLLEGE AND UNIVERSITY SYSTEMS OF WEST VIRGINIA

### DIRECTOR OF FINANCE AND FACILITIES (Chief Fiscal Officer)

**POSITION:** The Director of Finance and Facilities is a member of the senior staff of the State College and University Systems of West Virginia. The Director is responsible for the financial and physical resources of the system. The Director is responsible for the financial and physical resources of the system. The Director is responsible for the financial and physical resources of the system.

**Qualifications:** Extensive knowledge of higher education finance and facilities planning and management. Strong organizational, analytical, and communication skills are essential. A minimum of five years experience in higher education finance and facilities planning and management is required. Advanced and relevant degrees are expected, but relative experience may be considered.

**SALARY AND BENEFITS:** Competitive salary with attractive benefit package.

**APPLICATION PROCEDURE:** Consideration of candidates will begin on February 1, 1992. For additional information, call (304) 348-2104. A letter of interest and vita to: Margaret W. Addison, Assistant Director of Higher Education Personnel, Central Office, State College and University Systems, 1016 Kanawha Boulevard East, Suite 200, Charleston, West Virginia 25301.



### Director, International Management Center (IMC) COLLEGE OF BUSINESS ADMINISTRATION

The International Management Center (IMC) Director is responsible for the College of Business Administration and for the administration of IMC programs and staff and the development and coordination of comprehensive international business programs in the College. The Director is responsible for the financial and physical resources of the system. The Director is responsible for the financial and physical resources of the system.

**Qualifications:** A minimum of five years experience in higher education finance and facilities planning and management is required. Advanced and relevant degrees are expected, but relative experience may be considered.

**SALARY AND BENEFITS:** Competitive salary with attractive benefit package.

**APPLICATION PROCEDURE:** Consideration of candidates will begin on February 1, 1992. For additional information, call (304) 348-2104. A letter of interest and vita to: Margaret W. Addison, Assistant Director of Higher Education Personnel, Central Office, State College and University Systems, 1016 Kanawha Boulevard East, Suite 200, Charleston, West Virginia 25301.

**Qualifications:** Extensive knowledge of higher education finance and facilities planning and management. Strong organizational, analytical, and communication skills are essential. A minimum of five years experience in higher education finance and facilities planning and management is required. Advanced and relevant degrees are expected, but relative experience may be considered.

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## Worker Education

**Queen College's Extension Site (UAW District 65) head, workers, in lower Manhattan) provides higher education opportunities for working adults. Staff work closely with the Union to develop a supportive environment and strong learning community for a highly diverse group of students. Students enroll in liberal arts courses and major in other labor studies or non-labor studies. The Extension Site seeks the following professionals:**

**Director:** Responsible for development, coordination and supervision of Extension Site planning, curriculum development, course scheduling and recruitment; supervision of all Extension Site staff. Bachelor's degree and 5+ years experience required. PhD and experience in worker or adult education highly desired. Salary: \$37,300-\$46,170.

**Information Specialist:** To develop a strong academic support system, oversee part-time staff, coordinate admission inquiries, monitor adherence to noncredit requirements, and assist students in program planning; oversee student retention and academic progress. Bachelor's degree and 5+ years experience required; advanced degree and experience in worker or adult education preferred. Salary: \$28,150-\$34,840.

**Coordinator of Administrative Services:** To coordinate all campus recruitment, admissions, registration, and financial services; oversee clerical and administrative support staff; serve as liaison to on-campus units. Bachelor's degree and 2+ years experience required; advanced degree and experience in worker or adult education preferred. Salary: \$21,935-\$29,336.

**Salaries commensurate with qualifications/experience; excellent fringes. Send resume by February 14 to Dr. Gregory Mandis, Director of Worker Education, Queen College, 100 West 11th Street, New York, NY 10011. Phone: 212-333-1137, 11/37/92.**

## UNIVERSITY OF PITTSBURGH Director of the University Library System

The University of Pittsburgh invites nominations and applications for the position of Director of the University Library System. The University of Pittsburgh is a member of the Association of American Universities, a research university in North America. The University of Pittsburgh is a member of the Association of American Universities, a research university in North America. The University of Pittsburgh is a member of the Association of American Universities, a research university in North America.

**Qualifications:** A minimum of five years experience in higher education finance and facilities planning and management is required. Advanced and relevant degrees are expected, but relative experience may be considered.

**SALARY AND BENEFITS:** Competitive salary with attractive benefit package.

**APPLICATION PROCEDURE:** Consideration of candidates will begin on February 1, 1992. For additional information, call (304) 348-2104. A letter of interest and vita to: Margaret W. Addison, Assistant Director of Higher Education Personnel, Central Office, State College and University Systems, 1016 Kanawha Boulevard East, Suite 200, Charleston, West Virginia 25301.

**Qualifications:** Extensive knowledge of higher education finance and facilities planning and management. Strong organizational, analytical, and communication skills are essential. A minimum of five years experience in higher education finance and facilities planning and management is required. Advanced and relevant degrees are expected, but relative experience may be considered.

**SALARY AND BENEFITS:** Competitive salary with attractive benefit package.

**APPLICATION PROCEDURE:** Consideration of candidates will begin on February 1, 1992. For additional information, call (304) 348-2104. A letter of interest and vita to: Margaret W. Addison, Assistant Director of Higher Education Personnel, Central Office, State College and University Systems, 1016 Kanawha Boulevard East, Suite 200, Charleston, West Virginia 25301.

**Qualifications:** Extensive knowledge of higher education finance and facilities planning and management. Strong organizational, analytical, and communication skills are essential. A minimum of five years experience in higher education finance and facilities planning and management is required. Advanced and relevant degrees are expected, but relative experience may be considered.

**SALARY AND BENEFITS:** Competitive salary with attractive benefit package.

## Director

### Center for Research on Sulfur in Coal

The Energy Development Board in conjunction with Southern Illinois University at Carbondale (SIUC) and the Illinois Coal Research and Development Board (ICRDB) is seeking applications for the position of Director of the Center for Research on Sulfur in Coal (CRSC). The Director will be responsible for the overall management and coordination of the Center's activities. The Director will be responsible for the overall management and coordination of the Center's activities.

**Qualifications:** A minimum of five years experience in higher education finance and facilities planning and management is required. Advanced and relevant degrees are expected, but relative experience may be considered.

**SALARY AND BENEFITS:** Competitive salary with attractive benefit package.

**APPLICATION PROCEDURE:** Consideration of candidates will begin on February 1, 1992. For additional information, call (304) 348-2104. A letter of interest and vita to: Margaret W. Addison, Assistant Director of Higher Education Personnel, Central Office, State College and University Systems, 1016 Kanawha Boulevard East, Suite 200, Charleston, West Virginia 25301.

**Qualifications:** Extensive knowledge of higher education finance and facilities planning and management. Strong organizational, analytical, and communication skills are essential. A minimum of five years experience in higher education finance and facilities planning and management is required. Advanced and relevant degrees are expected, but relative experience may be considered.

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**APPLICATION PROCEDURE:** Consideration of candidates will begin on February 1, 1992. For additional information, call (304) 348-2104. A letter of interest and vita to: Margaret W. Addison, Assistant Director of Higher Education Personnel, Central Office, State College and University Systems, 1016 Kanawha Boulevard East, Suite 200, Charleston, West Virginia 25301.

**Qualifications:** Extensive knowledge of higher education finance and facilities planning and management. Strong organizational, analytical, and communication skills are essential. A minimum of five years experience in higher education finance and facilities planning and management is required. Advanced and relevant degrees are expected, but relative experience may be considered.

**SALARY AND BENEFITS:** Competitive salary with attractive benefit package.

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**SALARY AND BENEFITS:** Competitive salary with attractive benefit package.

## Director of the Advising Center SAN FRANCISCO STATE UNIVERSITY

San Francisco State University seeks applications and nominations for the position of Director of the Advising Center. The University is a member of the California State University system and a comprehensive institution of more than 25,000 students and approximately 1,500 faculty members. The Advising Center is a central campus unit that provides career counseling and guidance to students. The Advising Center is a central campus unit that provides career counseling and guidance to students.

**Qualifications:** A minimum of five years experience in higher education finance and facilities planning and management is required. Advanced and relevant degrees are expected, but relative experience may be considered.

**SALARY AND BENEFITS:** Competitive salary with attractive benefit package.

**APPLICATION PROCEDURE:** Consideration of candidates will begin on February 1, 1992. For additional information, call (304) 348-2104. A letter of interest and vita to: Margaret W. Addison, Assistant Director of Higher Education Personnel, Central Office, State College and University Systems, 1016 Kanawha Boulevard East, Suite 200, Charleston, West Virginia 25301.

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## Position Announcement Director Career Planning and Placement

The Director will head a comprehensive career planning and placement center. The Director will assist students with career exploration and counseling, campus employment, internships, graduate school counseling, and placement. Master's degree and previous career development experience preferred.

Phillips University is a small, selective, private university recognized by *US News and World Report* as one of the top 10 small liberal arts colleges in the West. It is affiliated with the Christian Church (Disciples of Christ).

Applications received before Feb. 1, 1992 will receive priority. Desired starting date: May 1, 1992.

Please send letter of application, resume, and the names, addresses and phone numbers of three references to:

Dr. Walter B. Shaw  
Dean of Student Development  
PHILLIPS UNIVERSITY  
100 South University Ave.  
Enid, Oklahoma 73701  
Telephone (405) 237-4433, ext. 208

An Affirmative Action, Equal Opportunity Employer



## EMORY UNIVERSITY Division of Educational Studies

### Director, Educational Policy Studies

Emory University, Division of Educational Studies, invites applications and nominations for the position of Director of the Division and to assume teaching and research in Educational Policy Studies. The Director will be responsible for the overall management and coordination of the Division's activities. The Director will be responsible for the overall management and coordination of the Division's activities.

**Qualifications:** A minimum of five years experience in higher education finance and facilities planning and management is required. Advanced and relevant degrees are expected, but relative experience may be considered.

**SALARY AND BENEFITS:** Competitive salary with attractive benefit package.

**APPLICATION PROCEDURE:** Consideration of candidates will begin on February 1, 1992. For additional information, call (304) 348-2104. A letter of interest and vita to: Margaret W. Addison, Assistant Director of Higher Education Personnel, Central Office, State College and University Systems, 1016 Kanawha Boulevard East, Suite 200, Charleston, West Virginia 25301.

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**APPLICATION PROCEDURE:** Consideration of candidates will begin on February 1, 1992. For additional information, call (304) 348-2104. A letter of interest and vita to: Margaret W. Addison, Assistant Director of Higher Education Personnel, Central Office, State College and University Systems, 1016 Kanawha Boulevard East, Suite 200, Charleston, West Virginia 25301.

**Qualifications:** Extensive knowledge of higher education finance and facilities planning and management. Strong organizational, analytical, and communication skills are essential. A minimum of five years experience in higher education finance and facilities planning and management is required. Advanced and relevant degrees are expected, but relative experience may be considered.

**SALARY AND BENEFITS:** Competitive salary with attractive benefit package.

**APPLICATION PROCEDURE:** Consideration of candidates will begin on February 1, 1992. For additional information, call (304) 348-2104. A letter of interest and vita to: Margaret W. Addison, Assistant Director of Higher Education Personnel, Central Office, State College and University Systems, 1016 Kanawha Boulevard East, Suite 200, Charleston, West Virginia 25301.









### Program Managers for the Illini Union University of Illinois at Urbana-Champaign

Applications are now being accepted for two positions of Program Manager for the Illini Union at the University of Illinois at Urbana-Champaign.

Program Managers are members of the Program Department and report directly to the Associate Director for Programs. Areas of responsibility for the five Program Managers include such activities as: Men's Day Fashion Show, Dad's Day Variety Show, craft fairs, films, art gallery, art sales, traveltalks, Block I chairing session, car ladder boat, concerts, lectures, Fall and Spring Musicals, Cultural Events Committee, College Bowl, International Fair, etc.

As an advisor to student volunteers, the Program Manager works closely with members of the Illini Union Board, providing them with advice, input and direction on recruitment, personnel management, leadership development, program planning and administration, and on-site events and program coordination. As a manager of programs and budgets the Program Manager maintains financial records for all programs and maintains financial records and prepares necessary reports; communicates University and State policies, evaluations and procedures to the volunteer staff; and serves as liaison with other departments and University units. Weekend and evening hours required.

**Minimum Qualifications:** BA required, MA preferred plus two years experience in student activities programming as a student or professional and possession of a genuine commitment to multiculturalism. Experience in a college/university setting is preferred. Ability to relate to and work with diverse students is essential.

Positions are full-time with a starting date of June 1, 1992. Salary commensurate with experience.

In order to ensure full consideration, a letter of application, resume and three letters of reference should be sent to:

Hank Walker, Chair  
Program Managers Search Committee  
University of Illinois  
284 Illini Union  
1401 West Green Street  
Urbana, IL 61801  
(217) 244-4332

Deadline for receipt of application materials is February 7, 1992 or until a suitable candidate is identified.

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

### The Illini Union

#### DEVELOPMENT DIRECTOR

The California Council for the Humanities seeks a Director of Development to design, initiate and manage the Council's fund-raising activities, including an initial fund campaign. The Council makes grants in excess of \$600,000 annually and is developing a center to sponsor its public programs. The position requires a bachelor's degree (preferably master's) and five years' experience in the positions of increasing responsibility working in development for non-profit organizations. CCH is looking for someone sensitive to ethnic and cultural issues, with strong organizational and leadership skills. The Development Director will work under the direction of the Council's Executive Director and will work with the Council's Board of Directors. Starting salary is \$57,000-\$63,000, depending upon experience and qualifications. Salary commensurate with experience and qualifications. Send a letter of application, resume and three letters of reference to: California Council for the Humanities, 312 Sutter Street, Suite 401, San Francisco, CA 94108. Closing date for applications is Feb. 7. CCH is an equal opportunity employer.

**Nursing Assistant/Assistant Professor**  
Please submit curriculum vitae, teaching experience, and three letters of reference to: Dr. James H. Owens, Jr., Director, Search Committee, Department of Nursing, Cleveland State University, 2120 East 17th Avenue, Cleveland, Ohio 44115. Equal Opportunity Employer.

**Nursing Assistant/Assistant Professor**  
Please submit curriculum vitae, teaching experience, and three letters of reference to: Dr. James H. Owens, Jr., Director, Search Committee, Department of Nursing, Cleveland State University, 2120 East 17th Avenue, Cleveland, Ohio 44115. Equal Opportunity Employer.

### KALAMAZOO COLLEGE Director of Libraries and Media Services

Kalamazoo College, a highly selective liberal arts college, seeks a creative, future-oriented director for its University Library. Located in Kalamazoo, Michigan, a culturally rich city in a metropolitan area of 235,000 with easy access to Detroit and Chicago, the College offers a coherent undergraduate experience which it recognizes as a tradition. The library is a central part of the college's educational mission and is a vital link between the campus and the community. The library, with a collection of over 265,000 units of print and non-print materials, provides the increasingly diverse patron base of 1,200 students and 120 faculty and, through reciprocal agreements, shares its resources with area colleges and universities. Automated with LIBSYS, a fully integrated library system, the library offers a full range of media and electronic reference services. The campus and the college are Internet accessible.

Responsibilities of the director include supervision of the staff and services of the library. It separately located media center, and the college archives, collection, organization, and maintenance of the collections; recruitment and training of a staff of 13.5 FTE; advocacy for the library with faculty, administration, and the larger community. The director will also be expected to engage the services and resources of the library in an ongoing institutional commitment to racial, ethnic, and gender understanding. The library director will be a member of the faculty and reports to the President. Salary for this twelve-month position is negotiable depending on qualifications.

The successful candidate must have an ALA-accredited MLS with several years of administrative experience in an academic library, leading in building a collection balanced with respect to disciplines and media; substantial experience with the public access catalog and electronic information resources; strong interpersonal skills; a strong service orientation; and demonstrated understanding of the role of the library and media services in a small, liberal arts college.

Applications should include a letter of application, a complete resume, and the names of references. Review of applications and interviews will begin February 14, 1992, and will continue until an appointment is made. Please send applications to: Dr. Robert J. Allen, Jr., J. L. Plante, Kalamazoo College, Kalamazoo, Michigan 49006.

An Equal Opportunity, Affirmative Action Employer.

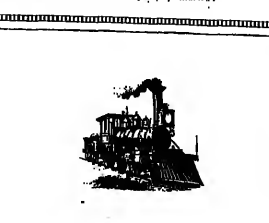
### The School District of Kansas City, Missouri CAREER OPPORTUNITIES IN EDUCATION NEW POSITIONS

Join a national leader in Education. The School District of Kansas City, Missouri is a multi-cultural, multi-ethnic urban district of 200,000 students involved in major educational changes designed to enhance quality of education in a disadvantaged environment. The District is currently accepting applications for immediate openings. The District is currently accepting applications from individuals with the following qualifications:

- 1. Master's degree with an emphasis in educational research and evaluation or in a related field.
- 2. Two years' experience developing and implementing program evaluations or educational research studies or related experience.
- 3. Two years' experience in data analysis using SPSS or other statistical packages on both mainframe and PC computers.
- 4. Experience writing research-related reports.
- 5. Experience coordinating and supervising data collection activities.

Salary Range: \$3,100-\$4,100 monthly (FTE, 20).  
Length of Work Year: 10 months.  
Application Deadline: February 7, 1992.  
Interested and qualified applicants should submit a letter of application, accompanied by a resume, listing qualifications and employment history to: School District of Kansas City, Missouri, Human Resources Office, Box 1000, Board of Education, 1511 Kansas, Kansas City, MO 64108.

An Equal Opportunity Employer/M/F/H/V



Coverage of breaking news that affects higher education — from state capitals, academic conferences, and campus events throughout the country and the world — every week in The Chronicle.

### Director of Student Life University of Colorado at Denver

The University of Colorado at Denver invites applications and nominations for the position of Director of Student Life. The University is a public, urban, commuter institution with a student population of approximately 10,000, located at the heart of the Rocky Mountain West.

The Director of Student Life reports to the Associate Vice Chancellor for Enrollment and Student Services, the Chief Student Affairs Officer. The Director serves in an advisory role to the University's Associated Students (Student Government) and student clubs and organizations, advises the Dean of the University of Denver, and oversees the student life programs. The Director is responsible for the development, implementation, and evaluation of student life programs, including the student newspaper, and oversees all student life budgets (including budget for student government and campus organizations, personal, health, recreation, and student life programs). Working closely with student organizations, the Director provides leadership development opportunities for student leaders, coordinates campus programs such as "Drug and Alcohol Abuse Week," and coordinates New Student Orientation. The Director oversees two professional staff and student employees.

**Education/Experience:** Master's degree in Student Personnel Administration, Higher Education, Counseling, or related field, plus three years' experience in higher education/student affairs administration. Bachelor's degree in appropriate field, with two years' experience in higher education/student affairs administration may be substituted. Significant experience in coordinating student life programs is essential. Significant experience in coordinating student life programs is essential. Significant experience in coordinating student life programs is essential.

**Preferred Qualifications and Skills:** Should have the skills and ability to work with a diverse population (particularly ethnic minority and women students), work in the spirit of cooperation as a team member, and possess a willingness and ability to work unusual hours with energy and enthusiasm. Skill areas should include the public access catalog and electronic information resources; strong interpersonal skills; a strong service orientation; and demonstrated understanding of the role of the library and media services in a small, liberal arts college.

Applications should include a letter of application, a complete resume, and the names of references. Review of applications and interviews will begin February 14, 1992, and will continue until an appointment is made. Please send applications to: Dr. Robert J. Allen, Jr., J. L. Plante, Kalamazoo College, Kalamazoo, Michigan 49006.

An Equal Opportunity, Affirmative Action Employer.

In order to ensure full consideration, a letter of application, resume and three letters of reference should be sent to:

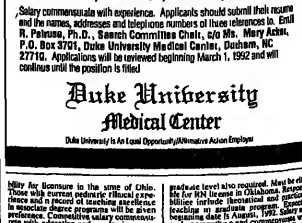
Hank Walker, Chair  
Program Managers Search Committee  
University of Illinois  
284 Illini Union  
1401 West Green Street  
Urbana, IL 61801  
(217) 244-4332

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An Equal Opportunity Employer/M/F/H/V



Coverage of breaking news that affects higher education — from state capitals, academic conferences, and campus events throughout the country and the world — every week in The Chronicle.

every week in The Chronicle.

### PROGRAM ADMINISTRATOR SCIENCE/SCIENCE EDUCATION

Educational Testing Service, the nation's leading educational research and measurement organization, seeks a qualified Program Administrator to work in concert with senior staff to direct NAEP projects for the Center for the Assessment of Educational Progress.

The qualified candidate will assist the NAEP assessment development group in overseeing and monitoring assessment development and operational activities. Primary responsibilities will include assisting in the preparation of science assessment materials, operation specifications, coordinating and implementing special studies, preparing special reports and proposals for NAEP publications and writing outlines and specifications for new publications. Additional assignments will include implementing program policies and procedures, providing technical assistance to client and users, and developing project cost estimates and projections.

**Requirements:** include a Master's degree with emphasis in science or science education or an equivalent combination of education and experience, plus a minimum 4 years experience that includes exposure to administration, assessment development, educational measurement, data analysis and operations. Background must include at least 2 years of progressively responsible performance in administrative or professional functions.

ETS offers a stimulating environment for growth and achievement, plus outstanding benefits and salary commensurate with experience. For confidential consideration, please send your resume and salary requirements to: MS. SANDY DEANGELO.

### EDUCATIONAL TESTING SERVICE Roseland Road, Princeton, NJ 08541

Equal Opportunity Employer  
Women and Minorities Are Encouraged To Apply

### MEDICAL DIRECTOR

Eastern State Hospital and Eastern Virginia Medical School are seeking a physician committed to medical service and to community and hospital care for a full-time position.

This position will start on April 1, 1992 or as soon thereafter as it is possible, given the candidate's current professional obligations.

The University of Colorado at Denver is committed to reducing the racial/ethnic gap in health care, and to providing a high quality of care to all patients. The University is currently seeking a physician to join its faculty and to provide a high quality of care to all patients.

This position will start on April 1, 1992 or as soon thereafter as it is possible, given the candidate's current professional obligations.

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### Hebraica Cataloger

Reporting to the Head of the Judaica Division (a vertically integrated unit), works primarily in the area of technical services with emphasis on materials in Hebrew. Performs on-line original cataloging covering all areas of Jewish studies. Assists in collection development and in reference service.

A world class collection of Jewish studies materials, located in Whittemore Library, the Division maintains comprehensive collection development, technical and public service programs.

**Requirements:** MLS from an ALA-accredited library school or its equivalent, or at least one year's cataloging experience working with Hebrew in an integrated on-line research library environment required. Fluency in Hebrew and English required. Knowledge of Yiddish and at least one other European language highly desirable. Working knowledge of DCL, AACR2, LC classification and subject headings systems, and MARC format required. Ability to learn quickly; communicate effectively and function with consideration the autonomy within a fast-paced, goal-oriented, productivity-conscious environment.

**Anticipated Hiring Salary:** mid \$30's. **Available:** Immediately.

**Major Benefits:** One month's vacation; generous health and sick leave; choice of health plans; dental insurance; life insurance; University-funded Retirement Income Plan, tax-deferred annuity options; tuition assistance.

**Interested candidates may send a cover letter and the names of three references to:** Hazel C. Stump, Director of Personnel Services, Harvard College Library, 77 Avenue III, Cambridge, MA 02138. Harvard University upholds a commitment to Affirmative Action and Equal Opportunity.



### BAYLOR UNIVERSITY DIRECTOR OF STUDENT ACTIVITIES

Baylor University is seeking applications for the position of Director of Student Activities. This position directs several Student Life departments in achieving their goals of optimizing the overall educational experience through the development of and participation in social, cultural, intellectual, spiritual, recreational and governance programs. The Director is expected to facilitate programs and activities which conform to the stated standards and overall mission of Baylor University and the program quality and goals of the departments.

**Requires Master's degree in College Student Personnel, Higher Education Administration, or related field. A Doctorate is preferred.** Requires five or more years directly related professional experience in higher education, including three or more years management experience which conform to the stated standards and overall mission of Baylor University and the program quality and goals of the departments.

Send resume and three letters of reference, by January 31, 1992 to:

Personnel Services and AA/EEO Office  
Baylor University  
P.O. Box 97053  
Waco, Texas 76798-7053

Baylor is an Affirmative Action/Equal Opportunity Employer and is under the patronage and general direction of the Baptist General Convention of Texas. Minorities and women are encouraged to apply.

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bohydrate binding proteins, and 3) generating polyclonal and monoclonal antibodies



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metal chelates using the tech-  
... of infrared (IR), Nuclear Magnetic  
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\_\_\_\_\_

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### Miss Porter's School Farmington, Connecticut



Head of School  
 Appointment for July 1, 1992

Founded in 1843, Miss Porter's School is a college preparatory girls' boarding school. With a faculty of 44 and a student body of 265 students of whom 80 are day students, the school includes grades 9 through 12. The campus of 50 acres is in the town of Farmington located nine miles from Hartford.

The Board of Trustees seeks a person who has a commitment to girls' boarding schools and who understands and can foster a sense of community within the School; who has had significant involvement in education and can be a leader of faculty who themselves are committed to excellence and are reflective about teaching; and who has a clear understanding of what a boarding school needs to be in the 1990's and can anticipate the realities of and vision for Miss Porter's School.

Applications and nominations are due by February 15, 1992. Candidates must submit a letter of interest explaining the candidate's interest in and qualifications for the position, a current resume, and five references with addresses and telephone numbers. Candidate materials should be sent to:

Idanelle McMurtry  
 Search Consultant  
 The Education Group  
 5932 Royal Lane, Suite 203  
 Dallas, Texas 75230  
 (615) 665-2412 or (800) 369-9102

Miss Porter's School is an Equal Opportunity  
 Affirmative Action Employer.

## PRESIDENT

### Independent Schools Association of the Central States

The Independent Schools Association of the Central States (ISACS) is seeking a President to assume the position which will be vacated by the retirement of Thomas Reed on July 1, 1993.

ISACS is an association of more than one hundred day independent schools located in a fifteen-state region between West Virginia and Nebraska. A primary purpose of the association is to encourage, develop, and support the highest possible standards of educational excellence in its member schools and to recognize by formal accreditation those schools in which these standards are maintained.

The President reports to the Board of Directors and has responsibility for:

- directing, coordinating and overseeing the evaluation/evaluation of member schools
- setting policy in the professional enhancement and development of teachers, administration and trustees
- providing attention to critical issues such as diversity, governance, and the financial health of independent schools
- gathering information from public and private associations and governmental agencies and disseminating it to the member schools
- developing a network of people, schools and organizations which serve as resources for member schools which seek assistance.

The President is responsible for the supervision of the staff located at the ISACS Central Office in Downers Grove, Illinois.

The preferred candidate will have extensive experience in and knowledge of independent schools.

Salary and compensation are competitive and dependent upon experience.

Nominations and applications should be sent prior to February 15, 1992 to:

Dr. Ralph N. Manual, Chair  
 ISACS Search Committee  
 Culver Educational Foundation  
 Box 158  
 Culver, Indiana 46811

ISACS is an Equal Opportunity Employer.

Theatre Director/producer for professional theatre company. MFA, 10 yrs. experience in theatre production and management. Strong background in directing, producing, and managing theatre companies. Experience in directing, producing, and managing theatre companies. Experience in directing, producing, and managing theatre companies.

Theatre Director of Social Drama and Theatre Company. MFA, 10 yrs. experience in theatre production and management. Strong background in directing, producing, and managing theatre companies. Experience in directing, producing, and managing theatre companies.

## PRESIDENT LEE COLLEGE Baytown, Texas

The Board of Regents of Lee College invites applications and nominations for the position of President of Lee College. The college is a public institution of higher learning, founded in 1924, situated on an 87-acre campus in Baytown, Texas, located on the Gulf of Mexico. The college serves approximately 15,000 students annually. The college is a member of the Texas Association of Colleges and Universities. The college is a public institution of higher learning, founded in 1924, situated on an 87-acre campus in Baytown, Texas, located on the Gulf of Mexico. The college serves approximately 15,000 students annually. The college is a member of the Texas Association of Colleges and Universities.

Applicants should submit:

1. A letter of application addressing the elements of the profile.
2. A current resume including a name and business phone number.
3. Names, addresses and telephone numbers of five references who can attest to the candidate's qualifications.

Applications and nominations should be mailed to:

Dr. J. P. Fagan  
 President, Baytown Community College  
 Baytown, Texas 77602-1706

Closing date for applications: January 31, 1992. Starting date: July 1, 1992. Or as soon as possible.

Salary is competitive with excellent benefits.

An Equal Opportunity, Affirmative Action Employer

An Affirmative Action Employer

Applications should be submitted to:

Dr. J. P. Fagan  
 President, Baytown Community College  
 Baytown, Texas 77602-1706

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## EXECUTIVE DIRECTOR HEO

### Brooklyn Educational Opportunity Center

The State University of New York's Educational Opportunity Center in Brooklyn is administered by New York City Technical College. The center provides a variety of educational programs for students who are economically disadvantaged. The center is a public institution of higher learning, founded in 1924, situated on an 87-acre campus in Baytown, Texas, located on the Gulf of Mexico. The college serves approximately 15,000 students annually. The college is a member of the Texas Association of Colleges and Universities.

The director oversees the operation of the center which includes a staff of 150 professional and support personnel. Reporting directly to the president of New York City Technical College, he/she is responsible for budget preparation and management; administration of program development; interpretation of educational philosophy; coordination of counseling, academic and vocational elements of the center's programs; establishment and coordination of appropriate relationships with New York City Technical College, business, industrial and community organizations.

The successful candidate must have at least 8 years of administrative supervisory experience of which 3 must be in a public postsecondary institution; strong public relations skills and experience with program design, development, demonstrated skill in organizational management and budget management and organization; and strong writing and verbal skills. A doctorate in a related discipline is preferred.

The salary is at the HEO rate of \$70,104 + an additional remuneration of \$7,000. Resumes, letters of application and nominations, complete with names of three references and a video should be sent to:

Don Thomas H. Carroll  
 Search Consultant  
 New York City Technical College/CUNY  
 330 Jay Street, Room 321  
 Brooklyn, NY 11201  
 Attention: Search Committee

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## Minnesota Community College System

### PRESIDENT INVER HILLS COMMUNITY COLLEGE

The Chancellor of the Minnesota Community College System announces an opening for the position of President at Inver Hills Community College. The college is located in Inver Grove Heights, a southern suburb of St. Paul. The college operates under the jurisdiction of the State Board for Community Colleges. The President is the chief executive officer of the college with responsibility for all programs and functions of the institution. The President reports directly to the Chancellor.

- The following qualifications are considered essential or highly desirable:
- A demonstrated commitment to the mission of community colleges.
  - A demonstrated capacity for creative and resourceful management and leadership.
  - Demonstrated leadership ability in areas such as instruction and student services.
  - Demonstrated abilities in community relations.
  - Experience in employee contract administration.
  - Training in educational administration, preferably with an emphasis on higher education.
  - Experience in educational administration, preferably at the post-secondary level; community college administrative experience is desirable.
  - An earned doctorate or appropriate experience that provides equivalent strength.
  - Demonstrated commitment to student concerns.

Salary is competitive and commensurate with experience and qualifications. It is anticipated that the president will assume his or her duties in July, 1992. The 1991 Minnesota legislature mandated a merger of three of the four public higher education systems—the community colleges, the technical colleges, and the state universities. The University of Minnesota is excluded from this legislation. During the next three legislative sessions, a single "Super Board" will govern these three systems effective July 1, 1995. The application deadline is February 8, 1992. Required materials include a letter of application addressing the applicant's interest in and qualifications for the position, a resume, and the names of three references. Please address nominations, inquiries, and applications to:

Anna Weyandt  
 Search Consultant  
 MINNESOTA COMMUNITY COLLEGE SYSTEM  
 303 Capitol Square, 500 Cedar Street  
 St. Paul, MN 55101  
 (612) 296-5157

The Minnesota Community College System is an equal opportunity, affirmative action employer.

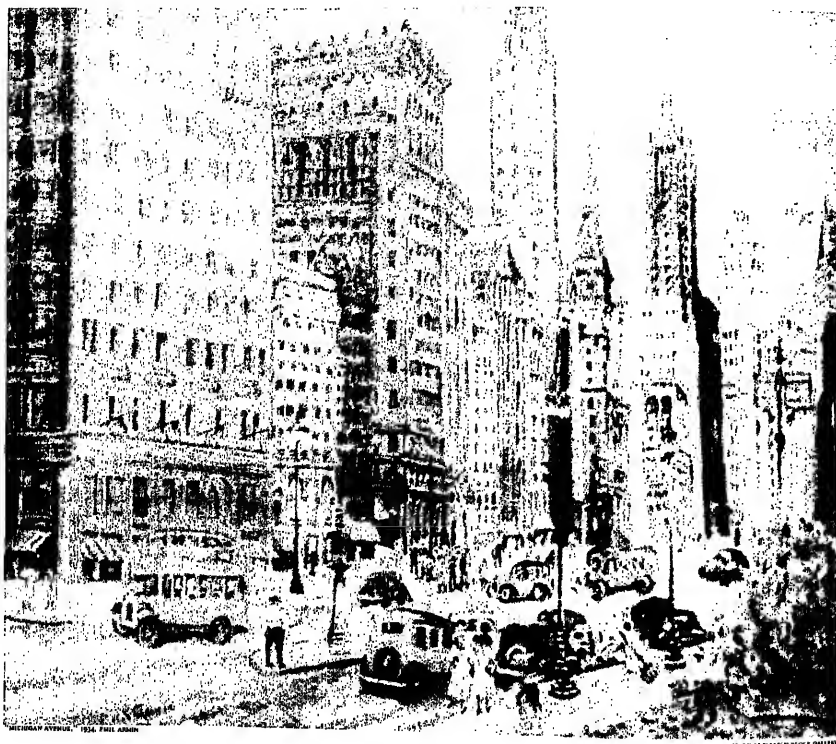
## Search for a Chancellor of North Carolina Central University

DURHAM, NORTH CAROLINA

The Board of Trustees of North Carolina Central University seeks a qualified person for the position of Chancellor. The appointment will be effective July 1, 1992. The salary and fringe benefits are competitive regionally and nationally. North Carolina Central University is one of the oldest continuously operating universities of the University of North Carolina. It is a historically black, public, comprehensive university with degrees granting units in the College of Arts and Sciences (Graduate and Undergraduate Divisions), the School of Business, the School of Law, the School of Education, and the School of Library and Information Sciences. The University awards baccalaureate and master's degrees and the first professional degree in law. It serves approximately 5,300 students on a 106-acre campus.

The Chancellor of North Carolina Central University is the chief administrative and executive head of the institution and is responsible for carrying out the policies of the University System's Board of Governors and the institution's Board of Trustees. Nominations for the position should include an earned doctorate or appropriate terminal degree in an academic or a professional field and possess a demonstrated record of academic excellence and administrative experience.</

## End Paper



### Chicago's Boisterous, Modernist Paintings

AS EARLY AS 1897 one writer commented, "Pork, not Plato, has made Chicago," voicing the widespread belief that the vital and prosperous meat-packing center was not a serious cultural contender. In 1912, when Harriet Monroe began publishing *Poetry—A Magazine of Verse* in Chicago, it elicited only laughter from the Eastern establishment. Still assuming that the gritty Midwestern town could not generate or support such refined activity, an editorial in a Philadelphia newspaper dubbed Monroe's venture "Poetry in Porkopolis." Chicago's indigenous painting was even less credible. "Thinking Modern: Painting in Chicago, 1910-1940" is an attempt to reassess modernist painting in Chicago—to look at the work of a group of forgotten pioneers.

The 85 paintings in the exhibition are vigorous and spirited, if not slick and sophisticated. They are accessible and straightforward, rather than obscure and veiled. The realistic, narrative, and

symbolic tendencies in these works by early 20th-century Chicago painters can be seen as a positive reflection of a particular milieu in which the tension between modernism and regionalism was always present. The often boisterous, sometimes popular quality emerges from an often described immaturity. According to J. Z. Jacobson, author of the 1932 publication *Art of Today: Chicago, 1933*, "Our city is young, our city is crude; the spirit of it is not clearly and completely crystallized." The approach to both form and content is sometimes awkward but always resonates with the vital spirit of the city.

"Thinking Modern: Painting in Chicago 1910-1940" will be at the Mary and Leigh Black Gallery at Northwestern University from January 18 through April 5. The text above is by Susan Weiner, director of the art division of the department of visual and performing arts at Roosevelt University and curator of the exhibition. It is excerpted from the exhibition's gallery guide.

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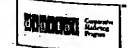
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**Chemistry data bases.** "Chemistry Citation Index," for CD-ROM players used with IBM PC and compatibles. Contains an index with citations and abstracts to 300 current journals from the key disciplines of organic, inorganic, physical, and analytical chemistry, and selected articles from 7,000 additional journals; \$1,950 for 1991 index; \$2,995 for 1991 and 1992 indexes; updated bimonthly; quantity discounts available. Contact: Institute for Scientific Information, 3501 Market Street, Philadelphia 19104 (800) 336-4474 or (215) 386-0100.

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## The Learning Society: Private Lives

By Bernard R. Gilford, Ph.D.  
Vice President, Education  
Apple Computer Inc.



Last night I stayed up late working on a speech about the "productivity paradox"—why, despite the rapid proliferation of computer technology in the last decade, we haven't seen a dramatic rise in productivity.

My family was already asleep when I shut off the computer, so I began the nightly ritual. I dozed the lights in each room, pushed the off button on the CD player, switched on the security system, turned off the telephone answering machine, and set the timer for my morning coffee.

As I listened to the refrigerator's steady hum in the dark kitchen, I thought about how pervasive electric power has become in our lives. We use it to do everything from massing our potatoes to riding our test of excess plaque. It is hard to imagine that anyone could ever have doubted its utility or its impact on daily life. But in fact, it took decades for electricity to transform the home. When Thomas Edison began fabricating light bulbs in the 1880s, no one imagined how profoundly his invention would permeate American life.

In electrifying America, *Social Meanings of a New Technology*, David E. Nye explores this time lag, analyzing the kinds of changes a society must undergo before it can be transformed by technology.

Nye describes how, in the last years of the nineteenth century, entrepreneurs illuminated store windows, extending the shopping day and drawing awestruck crowds downtown to see the lights. In 1890, the town of Wabash, Indiana, installed four 3,000-candle-watt lights on its courthouse, and the *Wabash Plain Dealer* rejoiced: "Men fell on their knees, groans were uttered at the sight, and many were dumb with amazement."

Electricity was readily accepted as a force that could alter public life—the things said and done in floodlit town squares, hotels, theaters, department stores, and clubs. But years passed before electricity was harnessed to transform private lives. The lights went on in public places and mansions in the 1880s, Nye notes, but most houses were not wired until after 1915. And it wasn't just a question of creating an infrastructure—stringing wire and retooling homes. We Americans apparently needed years to change our ways of thinking about ourselves and our relationships to one another.

It took decades for us to accept the notion that technology might change our habits or widen our choices; that electric lights might give us more illuminated hours in which to read, work, and socialize; or that time-saving machines might liberate women from domestic drudgery.

Even after homeowners accepted the practical advantages of electric lighting, functionality was not their chief concern. "For a generation," Nye tells us, "it remained an expensive novelty, displayed prominently in the most public rooms of the house." For decades, the most popular form of domestic electrification was the lights on the Christmas tree.

The electrification of America proceeded slowly but surely. And the computerization of America appears to be moving along in about the same way. After all, as Nye stresses, "Every new technology is a social construction, and the terms of its adoption are culturally determined."

I suspect that in the year 2020, we'll look back and wonder why it took so long for those short-sighted folks of the late twentieth century to move forward on technology. We'll wonder why it took so long to create new kinds of information-based organizations, to build adequate electronic data highways, or to profit from educational technologies.

As in the early days of electrification, Americans have accepted the power of the computer to transform public lives. But we have underestimated its impact on private lives. And the experts haven't done much better. Pioneers such as John von Neumann, who worked on the famous JOHNNIAC computer at Princeton half a century ago, thought of computers as huge, costly, rare machines that would forever reside in mammoth institutions. In the 1950s, the crystal-ball readers at IBM predicted that the worldwide market for computers would demand only a grand total of ten machines.

Even scientists failed to predict that instead of getting bigger and bigger, computers would get smaller and smaller—not to mention cheaper and cheaper. They did not foresee the astonishingly rapid diffusion of personal computers into our homes and schools.

Today, homes and schools are where the most profound and surprising technological developments are likely to occur. As Nye points out, for the typical American "electrification was not an abstract process, but a series of choices." Once we chose to embrace the new technology in our homes, we began to put it to unpredictable uses. For example, we used refrigerators not just to store food, but also "to hide money in fake cabbage, to protect photographic film, to give nylon stockings longer life, to allow pet snakes to hibernate, and to preserve drugs." He concludes that "tools or technologies bought for a certain clearly defined use develop other meanings over time as part of lived experience."

In homes, schools, and universities all over the nation, Americans are inventing new applications for the personal computer every hour of every day. In the hands of so many inspired, intelligent people, who knows what age-old problems our new technologies might solve.



## Government & Politics

### Scientists Fear Disease-Specific Lobbying Hinders Equitable Division of U.S. Funds



Columbia's Michael Rosen: "The community dealing with heart disease has been inadequate in getting its message across."

Claudio J. M. L'Enfant, director of the heart institute: "The AIDS lobby has been more convincing and more effective."

By STEPHEN BURD

WASHINGTON—The National Institutes of Health—under Congressional orders—will dramatically increase its research spending this year on breast, cervical, and ovarian cancer.

A major reason for the increase was an intense lobbying campaign waged by women's groups. As one part of the campaign, about 600,000 letters were sent to lawmakers, according to Sharon Green, co-founder of the Breast Cancer Coalition.

Organizers of the lobbying effort say they are proud of the way they generated Congressional support for their cause. "You've got to push your issue ahead of the others," says Anne Kasper, coordinator of the Campaign for Women's Health. She adds: "It is nearly impossible for legislators to put the issues in some sort of priority order when they are of equal importance. The way your particular issue gets heard and gets paid attention to is by being heard first and being the loudest."

Dividing Funds Regularly

Some scientists, however, say the lobbying campaigns hamper efforts to divide available funds for research programs rationally. They say that the women's health campaign was modeled after efforts to win more money for AIDS research, and that they fear the growth in disease-specific lobbying will leave no one looking after the interests of science as a whole.

Says Charles Poulter, a professor of

chemistry at the University of Utah: "Congress plays disease-of-the-month, shifting funds from agency to agency. It's difficult for long-term planning under those conditions."

David B. Moore, assistant director of

governmental relations at the Association of American Medical Colleges, says lobbying definitely plays a role in determining how much money various parts of the NIH budget get each year. "It's all part of the media-oriented world we live in," he says.

#### NIH Institutes' 1992 Budgets and Change From 1991

|   |
|---|
| National Cancer Institute, \$1,989-million, up 1.6 per cent   |
| National Heart, Lung, and Blood Institute, \$1,199-million, up 6.4 per cent                           |
| National Institute of Allergy and Infectious Diseases, \$971-million, up 7 per cent                   |
| National Institute of General Medical Sciences, \$819-million, up 7.8 per cent                        |
| National Institute of Diabetes and Digestive and Kidney Diseases, \$964-million, up 8 per cent        |
| National Institute of Neurological Disorders and Stroke, \$583-million, up 7.9 per cent               |
| National Institute of Child Health and Human Development, \$524-million, up 9.4 per cent              |
| National Institute on Aging, \$367-million, up 21 per cent  |
| National Center for Research Resources, \$216-million, down 6 per cent                                |
| National Eye Institute, \$274-million, up 7.1 per cent  |
| National Institute of Environmental Health Sciences, \$254-million, up 5.4 per cent                   |
| National Institute of Arthritis and Musculoskeletal and Skin Diseases, \$206-million, up 6.7 per cent |
| National Institute of Dental Research, \$150-million, up 8.1 per cent                                 |
| National Institute of Deafness and Other Communication Disorders, \$150-million, up 13 per cent       |
| National Center for Human Genome Research, \$105-million, up 21 per cent                              |
| National Center for Nursing Research, \$45-million, up 12.6 per cent                                  |

adding that the most effective lobbying is that which attracts the interest of a Representative or Senator.

Among the lawmakers known to back specific areas of health research are Sen. Pete V. Domenici, the New Mexico Republican (mental health); Sen. Ernest F. Hollings, the South Carolina Democrat (cancer); and Sen. Tim Wirth, the Iowa Democrat (deafness and the elderly).

Some lawmakers have personal ties to certain issues. Senator Harkin, for example, has a deaf brother. But Congressional aides say that lobbying also plays a key role in winning increased support for certain kinds of research. Senior citizens' groups, for example, have successfully lobbied for more research on the elderly.

One Congressional aide, referring to lawmakers' recent interest in women's health research, says: "I have my doubts that they would have done much without the lobbying."

#### Concern Over 3 Institutes

The problem with that method of setting the research agenda, say some researchers, is evident in looking at the fields for which there is not a lobby, or not an active one, particularly in times of tight budgets.

Many scientists are particularly worried about federal support for three NIH institutes: the National Heart, Lung, and Blood Institute; the National Institute of General Medical Sciences; and the National Center for Research Resources. Those institutes conduct vital scientific research, they say, but have simply been unable to drum up the popular appeal that diseases like cancer and AIDS have.

For 1992, the National Institute of General Medical Sciences was one of several institutes that received less from Congress than the President originally requested in his budget. Congress voted to increase the budget for medical-science research by 7.8 per cent. By comparison, cancer's research budget went up 16 per cent.

The general-medicine institute supports research basic to the understanding of life processes—an understanding necessary for the eventual development of cures for such diseases as AIDS or cancer.

Martha Fine, the institute's executive officer, says she is happy with the increase and is pleased that the President called for the largest increase in the NIH to go to her institute. The President had asked for an 8.9-percent increase for general-medicine sciences and a 5.7-percent increase for the cancer institute.

#### Valuable and Vulnerable

Many scientists care less about the President's initial request than about the bottom line provided in the budget, and they are angry about the budget for the institute.

"The general medical-science program is one of the most valuable at NIH, attacking underlying problems that are basic to those that more disease-related institutes address," says Paul B. Sigler, a professor of molecular biophysics and biochemistry at Yale University. "And yet it is one of the most vulnerable of the institutes to cuts."

Research related to diseases such as cancer, Dr. Sigler says, has a better chance of winning funds because "everyone

Continued on Page A30

#### A LEGISLATOR'S CRUSADE

### College's Skills Center Gives Unemployed Portland Residents a Chance to Work—at Restoring Impoverished Neighborhoods

By PETER MONAGHAN

PORTLAND, ORE. In an impoverished northeast section of this city, where houses are continually boarded up, renovations are taking place. Students and instructors from the North/Northeast Skills Center of Portland Community College are among those doing the work.

The students are putting into practice the entry-level construction skills that the center provides to chronically unemployed residents of the neighborhoods around the college's Cascade campus. The aim of the center, which also provides training for office jobs, is to transform the students into confident, skilled, employable people.

#### 'One-Stop Shopping' Concept

The construction project is particularly pleasing to Margaret Carter, a state representative who led the drive to create the center.

Ms. Carter is also a counselor here on the campus and a dynamic community leader who won election to the legislature in 1984. She says the center's goal is "to recognize the hope for people,



Portland residents, like those above, receive job training from the North/Northeast Skills Center while working on neighborhood renovation projects.

and then try to instill in them attitudes and behaviors that are consistent with the market place."

"That's very hard," she adds, "because they don't really believe it them-

selves yet, they've been out of the work force so long."

The center is based on a "one-stop shopping" concept: It houses under-

Continued on Page A32

### Alexander Appointee Wrote Articles Supporting David Duke

By SCOTT JASCHKE

Officials at the Education Department are reportedly embarrassed by two newspaper columns supportive of David Duke, the former Ku Klux Klan leader, written by a man appointed to a government post by Secretary Lamar Alexander.

The columns were written in November by John C. Hirschfeld, whom Mr. Alexander named in October to the National Advisory Committee on Accreditation and Institutional Integrity.

Mr. Hirschfeld is president and chief executive officer of *The Champaign-Urbana News-Gazette*, which published the columns. In one, he criticized those who said

they could not support Mr. Duke because of his ties to the Ku Klux Klan.

"Membership in the Klan, as despicable as it may be, is really only a subterfuge for liberal opposition to David Duke. What terrifies the liberals is not the Klan, but the message Duke is carrying," he wrote.

Some college officials, told of the columns, said they were concerned about Mr. Hirschfeld's role on the accreditation panel. Sources in the Education Department, who asked not to be identified, said the columns had been discussed at senior staff meetings, where officials expressed concern that the pieces could create political problems for Secretary Alexander.

That is because the advisory committee

currently is involved in a controversy over whether accrediting groups should examine colleges' records on recruiting minority students and faculty members. In addition, the officials said Mr. Alexander did not want to anger White House officials, who have been critical of Mr. Duke and his supporters.

#### 'A Real Embarrassment'

One source said: "Clearly this is seen as a real embarrassment, and they want to find a way to neutralize it."

The source said that officials were discussing alternatives for dealing with the situation, ranging from ignoring it to asking Mr. Hirschfeld to resign.

Eito Fiedel, the Education Department spokeswoman, said that she had seen the columns, but that there had not been a meeting to discuss them.

"There has been no formal, high-level discussion of even possibly removing him," she said.

She added: "As far as Lamar [Alexander] is concerned, he would disagree with the premises of the columns, but acknowledge his right to say it."

The first column criticized President Bush for "abandoning" Mr. Duke during his campaign to become Governor of Louisiana. Mr. Hirschfeld wrote: "Duke's message is appealing, even if Duke is not," and cited Mr. Duke's opposition to higher taxes, illegal immigration, and crime. Mr. Hirschfeld wrote that Mr. Duke has "touched the pulse of this country" with his positions on those issues.

Mr. Hirschfeld also wrote: "David Duke

Continued on Page A30

## WASHINGTON UPDATE

- New U.S. official prods colleges on their role in school reform
- Japan agrees to consider how it can aid supercollider project
- Sallie Mae fires eight employees for falsifying loan records
- Bush expected to seek increased funds for Pentagon research
- Congress asked to bar funds for federal workers in fraud suits

The new top higher-education official at the Education Department last week called on colleges to play a larger part in school reform and to improve their own academic standards. Carolyn Reid-Wallace, Assistant Secretary for postsecondary education, told a meeting of the Association of College and University Officials that it was "no longer sufficient for colleges and universities to be seen as the quality of student entering their doors while insisting the problem is someone else's."

Ms. Reid-Wallace, a former vice-chancellor of the City University of New York, cited the grant demand for remedial courses on college campuses and said institutions could help solve the problem by helping schools develop more rigorous standards.

Ms. Reid-Wallace, who is black, said a tougher curriculum would be especially important for disadvantaged minority students who represent a large proportion of those taking remedial courses on many campuses. "We are afraid, however, to speak to that issue because the inference is that minorities are somehow stupid or in some way inferior in intellect," she said. "That's nonsense."

—THOMAS J. O'LOUGHLIN

After initially rebuffing U.S. requests for help in building the Superconducting Supercollider, Japanese officials have agreed to establish a joint committee to determine how Japan can aid the \$3.25-billion construction effort.

At a meeting last week, Japanese Prime Minister Kiichi Miyazawa told President Bush that he hoped that the committee, which would be composed of U.S. and Japanese officials, would be able to reach an accord by the end of this year on Japan's participation in the high-energy physics project.

An official at the Universities Research Association, which is managing the supercollider construction for the Department of Energy, said he was encouraged by Mr. Miyazawa's statements. He said the committee would probably decide what type of equipment Japan could contribute to the construction effort. U.S. officials have asked Japan for more than \$1-billion in either cash or equipment to complete the 54-mile long, oval-shaped accelerator near Dallas.

—KIM A. McDONALD

The nation's largest holder of federally guaranteed student loans said last week that it had

fired eight employees of a subsidiary company for falsifying loan records.

The Student Loan Marketing Association, which is known as Sallie Mae, buys loans from banks so that they have funds to make new loans. Its subsidiary, University Loan Services of Cambridge, Mass., keeps track of repayment records and performs other bookkeeping tasks on loans held by Sallie Mae and other clients.

Sallie Mae said in a statement that senior managers were among those fired at ULS, which has fewer than 100 employees. The statement said the dismissals had resulted from an investigation that began last month after the Massachusetts Higher Education Assistance Corporation refused to pay a default claim on a loan owned by Sallie Mae because of "document discrepancies."

In the guaranteed-student-loan programs, holders of loans receive payments from guarantee agencies if borrowers default. The guarantee agencies, in turn, are reimbursed by the federal government. The statement from Sallie Mae said the company had notified the Education Department and the U.S. Attorney's office in Boston of the possible improprieties at ULS.

Sallie Mae and other clients of ULS could be financially responsible for defaulted loans they have submitted to guarantee agencies if the agencies or the federal government determine that ULS violated federal rules for handling the loans.

Sallie Mae said it had received \$20-million in the last four years for defaulted loans that ULS had handled. Sallie Mae said the company was currently responsible for an additional \$70-million worth of Sallie Mae's loans.

In an unrelated development, Sallie Mae announced last week that a federal judge had dismissed a 1990 lawsuit in which two former employees had charged the company with wronging at its Lawrence, Kan., servicing center.

—T.J.O.

The President's 1993 budget proposal will probably include increased spending—at least to match inflation—for the part of the Pentagon budget that supports basic and applied research and the earliest stage of development.

Fred E. Saugild, director of the Office of Naval Research, said the central office of the Department of Defense had directed military agencies to plan for two to 20 percent real growth in those areas, which are called science and technology programs.

However, that does not mean an automatic inflationary increase for basic research. Individual military

agencies could decide to focus more of any increase on applied research, or on the earliest stage of weapons development, rather than treat each area the same or favor basic research.

President Bush's budget proposal for the Defense Department for fiscal 1993 is not yet final, and the competition within the Defense Department for money for next year remains intense.

—COLLEEN CONDES

The Department of Justice has reportedly asked Congress

to end the ability of a federal employee to collect any of the money the government recovers as a result of lawsuits filed by the employee that allege that the government has been defrauded.

The issue relates to the controversy at Stanford University over improper charges for the overhead costs of research. Paul L. L. Biddle, the administrative contact officer at Stanford University for the Office of Naval Research, has sued Stanford alleging that the university committed fraud against the government. Mr. Biddle's earlier estimates that the government had overpaid Stanford for overhead by as much as hundreds of millions of dollars provided much of the impetus for federal investigations there.

Rep. Don Edwards, a California Democrat and a graduate of Stanford, and the Justice Department had written a letter asking the House Judiciary Committee to consider changing the law so that federal employees suing on behalf

of the government would no longer be able to claim up to 30 percent of any money the government collects.

The department argued that federal workers had an obligation to report any fraudulent use of federal money as part of their jobs. Congressmen Edwards said.

Mr. Edwards added that he had asked the Navy to transfer Mr. Biddle to a different position because he has "very clear conflicts of interest" if he continues administering contracts at Stanford, given the amount of money he could win in the lawsuit.

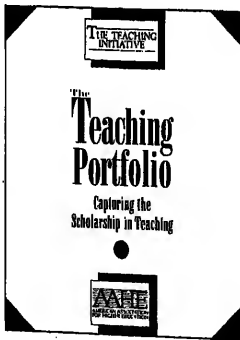
—C.C.

## Interest in the teaching portfolio is on the rise—and for good reason.

Campuses that value teaching and want to improve it need better ways to document what effective teachers do. The teaching portfolio can provide more authentic evidence of good teaching, promote collegial discussion of teaching and learning, prompt more reflective practices, and help make teaching a more valued, scholarly activity.

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- summaries of current campus practice, with names and addresses for further information
- a bibliography
- eight sample entries developed by faculty in a variety of disciplines and institutional contexts



The Teaching Portfolio: Capturing the Scholarship in Teaching by Russell Edwards, Pat Trachtenberg, Kathleen Quisenberry

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AMERICAN ASSOCIATION FOR HIGHER EDUCATION

## Government &amp; Politics

## Government &amp; Politics

## Seeking New Agenda, Black-College Presidents Plan 'Summit' Meeting

Continued From Page A1

Black college presidents calling the American Council on Education racist. Many presidents of black colleges have dissociated themselves from the letter.

Oswald P. Brinson, Sr., the chairman of the NAACP board and president of Bethune-Cookman College, said he had no problem with the plan for the meeting.

"I'm not going to get into NAACP bashing," Mr. Brinson said, "NAACP does provide a platform for various views to be heard, but seriously that platform is not seen as adequate so other approaches should be taken."

## Series of Committees

Mr. Albright said that tentative plans for the summit involved the creation of a series of committees that would analyze various issues affecting black colleges and develop strategies for dealing with those issues. Some of those committees might finish their work quickly, he said, while others might operate for several years.

While no comprehensive list of issues has been established, Mr. Albright and other organizers cited the following topics on which black colleges might seek a united position:

- Student aid. Mr. Albright said black colleges should "be much more aggressive" on the proposal to make Pell Grants an entitlement, meaning that Congress would have to provide funds for all qualified students. "We really have to dig our heels in on this one," he said.
- Accreditation. Black colleges should support the idea of accrediting groups' evaluating colleges' records on recruiting minority students and faculty members. Mr. Albright said, but they should oppose measures that would penalize colleges with small endowments.
- Desegregation. Several of the organizers said black colleges needed to determine a strategy for dealing with the outcome of the

**"We need to get people to look at our institutions as models for educating minority and non-minority students."**

Mississippi desegregation case before the U.S. Supreme Court. It raises a ruling later this year by a Black faculty members. Mr. Humphries of Florida A&M said black colleges should take a leading role in promoting a national plan to attract more black students to graduate school and faculty positions. "We have to set a course of action where all of us agree to take responsibility," he said.

• School reform. Ms. Scott of Howard College said that black colleges, because of their experience in educating students who come from impoverished communities, should play a more central part in efforts to improve elementary and secondary schools. "We need to



Frederick Humphries of Florida A&M. The colleges must attract more black students and faculty.



Samuel L. Myers of NAACP. His leadership has been questioned since he accused the ACE of racism.

get people to look at our institutions as models for educating minority and non-minority students," she said.

• Fund raising. Several college presidents said they wanted to discuss ways to attract more money to black institutions, and to avoid having foundations or corporations funnel their black-college contribu-

tions to a small number of institutions as models for educating minority and non-minority students.

• International education. Several presidents said the colleges needed to be more creative in international education, moving beyond exchange programs with a few institutions to more comprehensive relationships with other countries. College officials said the under-

lying theme of the meeting would be the need for black colleges to set an agenda, rather than just respond to one. "We need to be more assertive," said Ms. Scott. "I think the presidents have a moral responsibility to look at what's happening."

Norman C. Francis, president of Xavier University of Louisiana,

said: "It's obvious that there are a number of issues facing African-Americans, from pre-school to graduate school, and we need to figure out how to address them."

Ms. Scott said it was appropriate for the meeting to be held outside of the auspices of NAACP. As to that organization, she said, "I'm not really sure what they're doing."

A Washington lobbyist for black colleges said he also thought it was important for the meeting to be held without sponsorship from NAACP. "If organizations do the sponsoring, then certain people have to get featured positions," said the lobbyist, who asked not to be identified. "And sometimes those people don't really have anything to say."

## Not a Rival Group

Some of the presidents who are working on the summit, however, stressed that they were acting not to create a rival organization to NAACP, but to insure that issues they consider to be important are addressed.

Said Mr. Johnson of Talladega College: "This is not just to focus on NAACP, because if I thought it was, I wouldn't participate. This is to bring people together to look at policies impacting on black colleges, and to do something about them."

—SCOTT JASCHIK

## FACT FILE: Top 100 Institutions in Total Research-and-Development Spending, Fiscal 1990

| U.S. funds for research & development |      | Total funds for research & development |      | U.S. funds for research & development |      | Total funds for research & development |      |
|---------------------------------------|------|--|------|---------------------------------------|------|--|------|
| Amount                                | Rank | Amount                                 | Rank | Amount                                | Rank | Amount                                 | Rank |
| Johns Hopkins U.                      | 1    | \$588,915,000                          | 1    | U. of Massachusetts                   | 56   | \$101,812,000                          | 52   |
| Massachusetts Institute of Technology | 2    | 331,787,000                            | 2    | Carnegie Mellon U.                    | 55   | 100,201,000                            | 53   |
| U. of Michigan                        | 3    | 310,678,000                            | 3    | U. of Virginia                        | 54   | 98,813,000                             | 54   |
| U. of Wisconsin, Madison              | 4    | 305,700,000                            | 4    | U. of Illinois, Chicago               | 53   | 95,344,000                             | 55   |
| Stanford                              | 5    | 271,249,000                            | 5    | Cornell U.                            | 52   | 93,384,000                             | 56   |
| U. of California, Berkeley            | 6    | 265,144,000                            | 6    | Princeton U.                          | 51   | 91,514,000                             | 57   |
| U. of Minnesota                       | 7    | 252,048,000                            | 7    | U. of Texas at Austin                 | 50   | 89,283,000                             | 58   |
| Yale U.                               | 8    | 238,926,000                            | 8    | Oregon State U.                       | 49   | 80,880,000                             | 59   |
| Pennsylvania State U.                 | 9    | 238,926,000                            | 9    | Indiana U.                            | 48   | 80,191,000                             | 60   |
| U. of California, Los Angeles         | 10   | 245,798,000                            | 10   | U. of Utah                            | 47   | 80,018,000                             | 61   |
| U. of Washington                      | 11   | 245,798,000                            | 11   | U. of Texas at Dallas                 | 46   | 78,074,000                             | 62   |
| U. of California, San Diego           | 12   | 237,052,000                            | 12   | U. of Texas Southwestern Medical      | 45   | 76,919,000                             | 63   |
| U. of California, Berkeley            | 13   | 231,081,000                            | 13   | U. of Illinois, Urbana                | 44   | 76,205,000                             | 64   |
| U. of Texas, Austin                   | 14   | 228,203,000                            | 14   | U. of Missouri, Columbia              | 43   | 74,311,000                             | 65   |
| U. of Illinois, Urbana-Champaign      | 15   | 227,742,000                            | 15   | Yenching U.                           | 42   | 73,988,000                             | 66   |
| U. of Maryland, College Park          | 16   | 222,812,000                            | 16   | U. of Maryland, Baltimore             | 41   | 72,774,000                             | 67   |
| U. of California, Davis               | 17   | 218,075,000                            | 17   | Emory U.                              | 40   | 72,374,000                             | 68   |
| U. of Arizona                         | 18   | 218,075,000                            | 18   | State U. of New York, Stony Brook     | 39   | 72,238,000                             | 69   |
| U. of Pennsylvania                    | 19   | 218,075,000                            | 19   | U. of California, Irvine              | 38   | 70,074,000                             | 70   |
| Columbia U.                           | 20   | 218,075,000                            | 20   | U. of Nebraska, Lincoln               | 37   | 70,074,000                             | 71   |
| U. of Wisconsin, Madison              | 21   | 218,075,000                            | 21   | U. of Hawaii, Manoa                   | 36   | 70,074,000                             | 72   |
| U. of Southern California             | 22   | 218,075,000                            | 22   | U. of South Florida                   | 35   | 70,074,000                             | 73   |
| Ohio State U.                         | 23   | 218,075,000                            | 23   | Rutgers U.                            | 34   | 70,074,000                             | 74   |
| Georgia Institute of Technology       | 24   | 218,075,000                            | 24   | U. of Kentucky                        | 33   | 70,074,000                             | 75   |
| U. of Maryland, College Park          | 25   | 218,075,000                            | 25   | U. of Cincinnati                      | 32   | 70,074,000                             | 76   |
| U. of Georgia                         | 26   | 218,075,000                            | 26   | Columbia State U.                     | 31   | 70,074,000                             | 77   |
| U. of Colorado                        | 27   | 218,075,000                            | 27   | U. of New York, Stony Brook           | 30   | 70,074,000                             | 78   |
| Washington U.                         | 28   | 218,075,000                            | 28   | U. of California, Berkeley            | 29   | 70,074,000                             | 79   |
| Duke U.                               | 29   | 218,075,000                            | 29   | U. of California, Berkeley            | 28   | 70,074,000                             | 80   |
| U. of Florida                         | 30   | 218,075,000                            | 30   | U. of California, Berkeley            | 27   | 70,074,000                             | 81   |
| Rutgers U.                            | 31   | 218,075,000                            | 31   | U. of California, Berkeley            | 26   | 70,074,000                             | 82   |
| Louisiana State U.                    | 32   | 218,075,000                            | 32   | U. of California, Berkeley            | 25   | 70,074,000                             | 83   |
| North Carolina State U.               | 33   | 218,075,000                            | 33   | U. of California, Berkeley            | 24   | 70,074,000                             | 84   |
| Purdue U.                             | 34   | 218,075,000                            | 34   | U. of California, Berkeley            | 23   | 70,074,000                             | 85   |
| U. of Rochester                       | 35   | 218,075,000                            | 35   | U. of California, Berkeley            | 22   | 70,074,000                             | 86   |
| Michigan State U.                     | 36   | 218,075,000                            | 36   | U. of California, Berkeley            | 21   | 70,074,000                             | 87   |
| U. of Tennessee System                | 37   | 218,075,000                            | 37   | U. of California, Berkeley            | 20   | 70,074,000                             | 88   |
| U. of North Carolina, Chapel Hill     | 38   | 218,075,000                            | 38   | U. of California, Berkeley            | 19   | 70,074,000                             | 89   |
| U. of Wisconsin, Madison              | 39   | 218,075,000                            | 39   | U. of California, Berkeley            | 18   | 70,074,000                             | 90   |
| U. of California, Berkeley            | 40   | 218,075,000                            | 40   | U. of California, Berkeley            | 17   | 70,074,000                             | 91   |
| U. of Pittsburgh                      | 41   | 218,075,000                            | 41   | U. of California, Berkeley            | 16   | 70,074,000                             | 92   |
| U. of Iowa                            | 42   | 218,075,000                            | 42   | U. of California, Berkeley            | 15   | 70,074,000                             | 93   |
| U. of Connecticut                     | 43   | 218,075,000                            | 43   | U. of California, Berkeley            | 14   | 70,074,000                             | 94   |
| U. of Alabama, Birmingham             | 44   | 218,075,000                            | 44   | U. of California, Berkeley            | 13   | 70,074,000                             | 95   |
| State U. of New York, Buffalo         | 45   | 218,075,000                            | 45   | U. of California, Berkeley            | 12   | 70,074,000                             | 96   |
| New York U.                           | 46   | 218,075,000                            | 46   | U. of California, Berkeley            | 11   | 70,074,000                             | 97   |
| California Institute of Technology    | 47   | 218,075,000                            | 47   | U. of California, Berkeley            | 10   | 70,074,000                             | 98   |
|                                       |      |  |      | U. of California, Berkeley            | 9    | 70,074,000                             | 99   |
|                                       |      |  |      | U. of California, Berkeley            | 8    | 70,074,000                             | 100  |

Note: Figures cover only research and development expenditures in science and engineering, and exclude spending in such disciplines as the arts, education, the humanities, law, and physical education.

\*Includes the Applied Physics Laboratory with \$400-million in federally financed research and development expenditures and \$438-million in total.

SOURCE: NATIONAL SCIENCE FOUNDATION

## Education Dept. Report Recommends Recognition for Middle States Group

By SCOTT JASCHIK

WASHINGTON  
The Education Department appears ready to declare a cease-fire in its battle with the Middle States Association of Colleges and Schools over the group's use of "diversity standards."

An Education Department report obtained by *The Chronicle* says that Middle States has now made enough changes in its policies to "satisfy the concerns" that Education Secretary Lamar Alexander expressed when he held up recognition of the association last April.

Under its diversity standards, Middle States accredits teams evaluated colleges' records in recruiting and retaining minority students and faculty members. But in December its members voted to make the standards optional by allowing colleges to define for themselves how diversity should be used in evaluations. Critics, including Mr. Alexander, had contended that rigid diversity standards could force colleges to adopt quotas.

The Education Department report will be reviewed next month by the Secretary's advisory committee on accreditation. It will then make a recommendation to Mr. Alexander on whether to continue the department's recognition of Middle States.

Such recognition is crucial to accrediting groups, because students can participate in federal aid programs only if they attend colleges accredited by recognized agencies. Middle States is the main agency for colleges in Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania.

### Praise for Changes

The Education Department report recommends that Middle States be recognized for three years. The maximum time for recognition is five years, but before Middle States made changes in its policies, the department was pushing for a renewal of only one year, with the condition that the diversity standards not be used to deny accreditation to any college or university.

While the report praises the

changes Middle States has adopted, it also says that it "remains to be seen" how those changes will be carried out.

For that reason, the report recommends that Middle States be required to file a report each year "discussing all cases in which adverse comments, findings, or recommendations were made with respect to diversity and equity issues."

Middle States had no official comment on the report last week.

### 'Negative and Suspicious Tone'

But Patricia A. McGuire, the president of Trinity College in Washington, and a member of the Middle States Commission on

Higher Education, said she was pleased with the recommendation that Middle States file reports on its use of diversity standards. "I continue to be concerned by a persistently negative and suspicious tone from the department that is neither helpful nor constructive," Ms. McGuire said.

Stephen H. Balch, president of the National Association of Scholars, said he was pleased with the requirement that Middle States file reports. Mr. Balch's group strongly opposed the Middle States diversity standards.

"There is still ambiguity in how Middle States will apply diversity standards," Mr. Balch said, "so this kind of guarded recognition is probably appropriate."

## Education Dept. Appointee Wrote Columns Supporting David Duke

Continued From Page A27

him about the columns and that he didn't think they affected his work on the Education Department panel. "I write a lot of controversial columns, and I don't see what that has to do with education," Mr. Hirschfeld said.

'Grave Concerns' Expressed  
Same college officials said they were concerned that Mr. Hirschfeld was on the accrediting committee, particularly at a time when it was evaluating what accrediting groups could do to encourage increased recruitment of minority students and faculty members.

Josephine Davis, president of York College of the City University of New York, said: "We need to monitor what comes out of that committee, with these views in mind."

Norman C. Francis, president of Xavier University of Louisiana, said: "If someone is as out of touch with what we know the reality to be with respect to David Duke, then it would raise grave concerns about how much reality would be brought to the important issues of accreditation."

Mr. Francis added that he did not believe people could support Mr. Duke's message and not Mr. Duke. "In this case, the messenger is part and parcel of the message," he said.

## Judge Says Animal-Welfare Laws Must Protect Rats, Mice, Birds

Continued From Page A27

purposes which allow them to fall within the protection of the act," he wrote.

Barbara A. Rich, executive vice-president of the National Association for Biomedical Research, said that although rats, mice, and birds make up 90 percent of the animals used in research, there will not be a substantial rise in costs for university research facilities because they already abide by Public Health Service regulations that govern the use of these animals.

"In substance these regulations are very similar to those of the Department of Agriculture," Mr. Rich said.

Valerie Stanley, a lawyer for the Animal Legal Defense Fund, said that there are many examples of

rats, mice, and birds being mistreated in research laboratories.

"Without the regulations, we had to rely on the good will of the researchers and the animal-care staff to afford birds, rats, and mice adequate food, water, veterinary care, and this just did not happen, because they were not acceptable to the Agriculture Department for the number of animals they used and killed, or the way in which they were alive," she said.

The Animal Legal Defense Fund sued the Agriculture Department in 1990, setting the stage for last week's ruling. Department officials said they did not know whether the ruling would be appealed.

—STEPHEN BURD

rat, mice, and birds being mistreated in research laboratories.

"Without the regulations, we had to rely on the good will of the researchers and the animal-care staff to afford birds, rats, and mice adequate food, water, veterinary care, and this just did not happen, because they were not acceptable to the Agriculture Department for the number of animals they used and killed, or the way in which they were alive," she said.

The Animal Legal Defense Fund sued the Agriculture Department in 1990, setting the stage for last week's ruling. Department officials said they did not know whether the ruling would be appealed.

—STEPHEN BURD

## Lobbying Efforts for Specific Causes Called Divisive and Shortsighted

Continued From Page A27

knows someone suffering from them." He adds: "People have empathy for the victims of these diseases."

In contrast, he says: "There is little empathy for general medical science. Providing the appropriate amount of funds for the general sciences requires something that the Congress lacks—a thoughtful and balanced approach to funding."

"The government tends to have its decision on viscerally and emotionally prominent issues," he adds. "This kind of shortsightedness puts the country in a vulnerable position, because general medical science is the strongest funding conduit for supporting the infrastructure for basic research and the underlying research on individual diseases like cancer and AIDS."

### Big Cut in 2 Programs

Mr. Poulter of the University of Utah says: "The general public is not screaming for more money for general medical science because the actual payoff period is not for 10 or 20 years."

The only institute at the NIH to be reduced below its fiscal 1991 budget level was the National Center for Research Resources, which

## NIH Developing Its First Long-Term Plan to Set Priorities for Research Programs

By STEPHEN BURD

WASHINGTON  
For the first time in its 105-year history, the National Institutes of Health is developing a strategic plan to determine long-term priorities for its research programs.

Jay Moskowitz, the associate director for science policy and legislative affairs at the NIH, says the process was important for the agency because it would involve setting priorities for all of its institutes.

A strategic plan, he said, would provide a better basis for defending increases in the NIH budget than would pointing to changes in the number of grants awarded each year—the standard lobbying tactic now employed by NIH proponents.

"Public citizens do not understand the importance of giving out a certain number of grants, but they do understand the need to support an institute that has as a central goal the need to develop vaccines for diseases," he said.

### 15 'Scientific Opportunities'

Mr. Moskowitz said that all previous planning at the NIH had been done on an institute-by-institute basis.

As a first step for the plan, NIH officials, along with members of the different institutes' advisory councils and the chairman's advisory panel, drew up a mission statement for the "science in pursuit of knowledge to extend healthy life and reduce the burdens of illness and disability."

They then outlined 15 "scientific opportunities" that the NIH should support over the next decade: aging, basic biology and the environment, biotechnology, chronic and recurrent illness, the health of

women and minority-group members, the impact of research on health care, infant health care, safety, international dimensions of research, molecular medicine, neuroscience, and behavior, population-based studies, prevention, reproductive biology and development, structural biology, and vaccine development.

Mr. Moskowitz also selected 11 policy issues to focus on: communications, cost management, ethics issues, intramural research, future organization of the NIH, long-term financial strategies, peer review, professional principles of research, research infrastructure, science education, and technology transfer.

The different institutes then submitted a list of more than 800 projects that could result from their designated scientific and policy issues. The NIH, according to Mr. Moskowitz, will eventually pick 10 of these proposals as part of its strategic plan.

Mr. Moskowitz said the NIH would next seek opinions on the plan from scientists and university researchers across the country.

The NIH is expected to issue a final report, based on the comments it receives, late in the spring.

David B. Moore, the assistant director of governmental relations at the Association of American Medical Colleges, said that a "positive step" for the agency.

He added, "It is time for the NIH to look at the scientific opportunities and get away from the very narrow focus on grant competition that the scientific community has been bogged down in for the last several years."

## Government & Politics

### Government & Politics

and protein analyzers. So at a time when scientists need this cutting-edge equipment, about the only equipment to acquire the equipment has been pulled out from under them."

Some scientists who receive support from the Institutes are concerned less about the President's request for more money to combat the disease.

And while members of Congress say that lobbying may be a logical activity for scientists who believe their disciplines don't receive enough money, some lawmakers warn that they now hear the same complaints from everyone.

Says Rep. George E. Brown, Jr., a California Democrat who is the chairman of the Science, Space, and Technology Committee: "Every researcher wants more money for his research."

### 'Inadequate' Lobbying

Dr. Rosen says he believes that the small increases, compared with those for cancer and AIDS, are largely due to an ineffective lobbying effort by scientists on behalf of the institute. "The community dealing with heart disease has been inadequate in getting its message across," he says. "When it comes time to get investigators to meet with their Senators, we are not doing enough. And people who have a right with respect to cardiovascular research are not being mobilized adequately to get the message across."

Claude J. M. L'Enfant, director of the heart institute, agrees that the heart-disease lobby has not been as strong as the AIDS lobby, but he says the real difference in the financing results from people's differing perceptions of the two diseases. "The AIDS lobby has been more convincing and more effective because it is as much a political issue as it is a health issue," he says.

"AIDS is an infectious disease," he adds. "Someone gets it because of someone else, and that has a lot of political repercussions. No one says you have heart disease. It's not contagious. When someone dies of a heart attack, it's not in the national news. Plus, most people who die of AIDS are much younger than those who have heart attacks."

The President of the American Heart Association, W. Virgil Brown, professor of medicine at Emory University, says his lobbying organization will work harder this year to spread its message. "We need a more active lobbying effort to get these issues on the front burner."

Support for 20% of Proposals  
Under the current spending limitations, he says, the institute is able to support only 20 percent of the proposals it receives. "When I need to fund 35 or 40 percent."

"We need to bring Congressmen into the research laboratories and meet the scientists to see what is going on," he says. "Universities are going to have to work harder at convincing their state Congressional delegations about the role they play in the public health of their region. And we also need to better educate the public."

Some university administrators, however, warn that it may not be easy to get scientists to lobby more. Susan Henry, dean of the Mellon College of Science at Car-

negie Mellon University, says scientists do not enjoy coming out of their laboratories and publicizing their cause. She also says that "it is difficult to explain" the need for increased financing for basic scientific research "because it is often not clear where the research is going until after the fact."

And while members of Congress say that lobbying may be a logical activity for scientists who believe their disciplines don't receive enough money, some lawmakers warn that they now hear the same complaints from everyone.

Says Rep. George E. Brown, Jr., a California Democrat who is the chairman of the Science, Space, and Technology Committee: "Every researcher wants more money for his research."

Dr. Rosen says he believes that the small increases, compared with those for cancer and AIDS, are largely due to an ineffective lobbying effort by scientists on behalf of the institute. "The community dealing with heart disease has been inadequate in getting its message across," he says. "When it comes time to get investigators to meet with their Senators, we are not doing enough. And people who have a right with respect to cardiovascular research are not being mobilized adequately to get the message across."

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## U.S. Financing of Tuberculosis Research Is Criticized

WASHINGTON

Scientists studying a new strain of tuberculosis say the government is responding too slowly to their requests for more money to combat the disease.

The strain, which is transmitted through air-borne germs spread easily by coughing, has proved to be untreatable by standard TB therapies and has become a serious health threat in the nation's inner cities, according to Anthony S. Fauci, director of the National Institutes of Health AIDS office.

HIV-infected or AIDS-stricken people are particularly at risk because the AIDS virus breaks down their immune systems, leaving

their bodies unable to fight against opportunistic diseases like TB.

Jerold Roschwald, director of government relations at the National Association of State Universities and Land-Grant Colleges, says TB research should be a top priority. He adds: "It doesn't get very much money because it hasn't been hyped yet, and no one in Hollywood has lost his or her life to it, and it hasn't become the main story on the nightly news."

David McMurray, a professor of medical microbiology and immunology at Texas A&M University and a recipient of NIH grants to study TB, says the government should never have cut back on TB research—as it did 25 years ago when scientists thought TB was controllable. "The time to start taking tuberculosis seriously has long since passed."

### A Dearth of Researchers

The main problem with federal efforts at TB research, says Dr. Fauci, is that there are few researchers who have been trained to

study the disease. "The study of TB has languished, because it was not seen as a serious problem until AIDS, when we saw a re-emergence of the disease." The NIH spent only \$1.4 million on TB research in 1988 and now spends \$5.2 million a year out of the AIDS budget, he says.

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—S.A.

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## New York Tragedy Leads Colleges to Review Policies on Campus Use

Continued From Preceding Page

authorities at the events. But based on the incident at City College, Mr. Sandrick says, "It allows the university to get some outside expertise and advice on what's happening. It's taking some of the liability off the university."

Who is liable when people are killed or injured at a campus event organized and operated by several parties is one of the questions emerging from investigations of the City College incident. To establish liability, investigators are trying to learn how much the college knew

liability "when a campus organization uses or an outside group rents facilities," says Sheldon E. Steinbach, general counsel for the American Council on Education. "Incidents like this trigger a much greater and in-depth discussion of liability."

### Holding Major Events

Gary M. Pavela, director of judicial programs at the University of Maryland at College Park, says a college would probably be held responsible if something were to go wrong—whether the event was organized by the college or not. "You ought to call the shots," Mr. Pavela says. "It's your facility, and you are ultimately responsible."

"You're not insulating yourself from liability by turning it over to the student group or anyone else," he adds. "You're probably actually increasing your liability." Mr. Pavela is the editor of *Synthesis: Law and Policy in Higher Education*, a magazine that examines legal issues on campuses.

To avoid the complications of working with outside promoters, some institutions do not rent their facilities. Other colleges have hired outside management agencies to organize events.

George Mason University's Patriot Center, with a seating capacity of 10,000, puts on major events for the Washington area. It hired Centre Management, a division of a company that owns and manages the Capital Center, an arena in Landover, Md., to arrange and oversee events. Concerns at the Patriot Center have included shows by Vanilla Ice, James Taylor, and Polson. Says Lawrence D.



Gary M. Pavela, head of judicial programs at the U. of Maryland at College Park: "It's your facility, and you are responsible."

Czarda, George Mason's associate vice-president for finance and planning. "There is a lot of expertise in the people and in the corporation that makes us feel a definite protection."

George Mason approves events to be held at the center and works

closely with the company. But hold insurance policies to cover the events, and outside promoters are required to purchase commercial liability insurance.

Excitable Growls

Many colleges and universities say they lack the history of the

problem with a concert band, a white heavy group, and Public Enemy, a hip-hop group. Fearing that there may be clashes among members of the audience, campus officials increased the number of security guards hired for the event. The concert, held before 2,000 in the 11,000-seat Field House, went off without a hitch, officials say.

Of course, not allowing groups or events on campus is another option. George Mason has kept hard-rock groups off campus "because the administration is a little fearful of getting hard-rock kinds of things," says Frederick S. Benson, George Mason's director of conference and facilities.

Private colleges like Oberlin can have such restrictions. Public institutions cannot. "A public college that chooses to go down that route to protect itself from court liability may be opening itself up to a First Amendment violation," says Mr. Pavela of the University of Maryland.

### Proof Sought From Promoters

Many colleges say that before they allow an outside promoter to hold an event on their campus they require proof that the promoter has taken out an insurance policy. That way, the promoter's company is the primary insurer, and the institution becomes a secondary carrier.

Some officials say that promoters sometimes try to push aside the primary carrier, and they must be firm in insisting—and enforcing—that the promoter has adequate policy. Those institutions that don't rent their facilities to outside promoters may not be as strict.

Lydia College won't sign contracts with performers until it has an insurance policy.

Despite the method used to avoid potential problems, many officials echo the same sentiment. "You can't eliminate all the risks," says Seranton's Mr. Sandrick. "It's just a matter of how much risk you're willing to take and the precautions you take to counter that risk."

## Business & Philanthropy

## Under-Lines

Although the members of the National Collegiate Athletic Association are not scheduled to consider the issue of sex equity until their 1994 annual convention, advocates for women's sports say they expect the issue to return to the front burner much sooner than that.

Many administrators of women's sports note some positive signs. And they are heartened that the association's presidents' commission, in its three-year strategic plan, made gender equity a key item of the 1994 annual meeting.

"I will credit them for saying it's part of the plan," said Chris Voeltz, women's athletics director at the University of Minnesota-Twin Cities and president of the National Association of Collegiate Women's Athletics Administrators. Ms. Voeltz also said she was pleased that Richard D. Schultz, the NCAA's executive director, had urged the association's members in his state-of-the-association address last week to guarantee sex equity "in all that we do."

The NCAA's research department is seeing completion of a gender-equity survey that is expected to provide solid information about the extent to which male and female athletes receive equitable treatment. Many college-sports observers acknowledge that most big-time sports programs fall short of providing equitable opportunities and financing to men and women.

Last week, the NCAA's Division I members agreed to delay for a year cutbacks in scholarships in all women's sports that were scheduled to take effect in August 1993. They also elected their first female vice-president, R. Elaine Presbume, executive director of the University of Dayton.

However, Ms. Voeltz and other advocates for women express impatience at the slow pace of change and say they expect that pressure from outside forces may speed things along.

The House Subcommittee on Commerce, Consumer Protection, and Competitiveness is scheduled to hold the next in its series of hearings next month that will concentrate on sex equity and other financial concerns in college sports.

A survey by the General Accounting Office of race and sex equity in intercollegiate sports programs is expected to be released in that time.

"Nobody really wants federal intervention in higher education," said Donna Lopiano, women's athletics director at the University of Texas at Austin. "But if the colleges will not do it on their own, then we'll just have to suffer through federal legislation. After all, nothing would have happened without Title IX originally."

The IX of the Education Amendments of 1972 bars sex discrimination at institutions that receive assistance from the federal government.

—JULIE L. NICHOLS

## Athletics



Francis X. Rienzo, Georgetown's athletics director: "The road to academic reform is going to be covered with the bodies of disadvantaged individuals."



Chancellor Gregory M. O'Brien of the University of New Orleans: "What happens in athletics affects opinion about higher education more than any single thing."



Chancellor R. Gerald Turner of the University of Mississippi: "Needless to say, all of us are very gratified and happy with the outcome."

## NCAA Votes to Raise Academic Standards for College Athletes

Continued From Page A1

average as low as 2.0 if he or she surpasses the NCAA-prescribed minimum scores on standardized tests.

"This is a very significant step forward toward more actively communicating to athletes and parents and schools the kind of work that will prepare student-athletes to get college degrees," said R. Gerald Turner, chancellor at the University of Mississippi and chairman of the presidents' commission. "Needless to say, all of us are very gratified and happy with the outcome."

Not everyone was so pleased. The debate on the convention floor evoked memories of the 1983 convention, when advocates for black athletes heatedly argued against the adoption of Proposition 48, the academic standards for freshmen that were toughened last week.

As they did in 1983, critics complained that the higher standards would disproportionately affect underprepared athletes.

many of whom are black. "I think the road to academic reform is going to be covered with the bodies of socioeconomically disadvantaged individuals," said Francis X. Rienzo, athletics director at Georgetown University. "The presidents' commission

is leading the way, and those individuals have no way of representing themselves." "But this is a democracy and we had a vote, and the other prevailed," he added. That kind of resignation shows how far

Continued on Following Page

### Key Reforms Approved by NCAA Members

Academic standards for freshmen toughened by requiring incoming athletes in Division I to attain a 2.5 grade-point average in 12 high-school core courses, instead of the current 2.0 in 11 core courses, beginning August 1, 1995.

An indexing system established that will allow athletes who fall short of the 2.5 grade-point average to earn eligibility as freshmen if they score higher than the minimum 700 on the Scholastic Aptitude Test or 17 on the American College Testing Program's standardized test.

A satisfactory progress rule adopted that, for the first time, will require athletes to meet minimum grade-point-average requirements to remain eligible for competition throughout their collegiate careers. Athletes also will be required to complete increasing proportions of their degree-program requirements at the start of their third, fourth, and fifth years to be eligible to compete.

A rule approved that will require coaches in Division I and II to get prior written approval from their presidents each year of all sports-related outside income.

## PRIVATE SUPPORT FOR HIGHER EDUCATION

**ATHURTON FAMILY FOUNDATION**  
612 Marquette Street  
Honolulu 96813

Libraries. For expansion of the library and for acquisitions: \$300,000 to Hawaii Pacific U.

**CHARLES S. CULPIN FOUNDATION**  
30 Stamford Forum  
Stamford, Conn. 06905

Computers and languages. For a modern language resource center: \$100,000 to Allegheny College (Pa.)

**ELLA WISBY FREEMAN FOUNDATION**  
P.O. Box 83299  
New Orleans 70183-1299

Business. For a center for doctoral studies and research in the school of business: \$1.25-million to Tulane U.

**JAMES IVINS FOUNDATION**  
One Market Place  
Spokane Tower, Suite 2736  
Spokane 99201

Open study. For a comprehensive plan to enhance the ethnic and cultural diversity of the college: \$750,000 to Saint Mary's College of California.

**M. & LILLIE A. JOHNSON FOUNDATION**  
P.O. Box 2249  
Victoria, B.C. 77802

Philosophy. For a living hall: \$100,000 to Texas Lutheran College.

**MERCK COMPANY FOUNDATION**  
P.O. Box 200  
Kenilworth, N.J. 07033-0900

Pharmaceutical education. For an institute for pharmaceutical education: \$300,000 to Philadelphia College of Pharmacy and Science.

**DONALD W. REYNOLDS FOUNDATION**  
P.O. Box 1369  
Fort Smith, Ark. 72902

Facilities. For a new student-center

building: \$4-million to U. of Nevada at Las Vegas.

**STABLE-REBERT FOUNDATION**  
c/o Davidson, Deane, and Clark  
330 Millikan Avenue  
New York 10037

Libraries. For collections in the humanities: \$300,000 to Gonzaga U.

**WEST FOUNDATION**  
P.O. Box 3071  
Wichita Falls, Tex. 76707

Teaching. For the center for teaching sciences: \$240,000 to Midwestern State U. (Tex.).

### Gifts & Bequests

Baker University. For scholarships: \$600,000 from the estate of Dorothy Webster.

Dartmouth University. For an endowed fund for a woman scholar in residence and for scholarships: \$6 million from the estate of Leann C. Harris.

Eastern Illinois University. For support of programs: over \$1.5-million from an anonymous donor.

Hood College. For the endowment: \$2 million from the estate of Marjory Griffith Alexander.

Kansas State University. For the collection of agriculture: \$250,000 from the estate of Norman Carter.

For the library: \$2-million from an anonymous donor.

Law University. For educational programs in law: \$3-million from the estate of R. B. White.

Mount Union College. For the endowment: \$750,000 from the estate of Paul H. Reisch.

Mohr-Schlagel College. For an artist-in-

residence program: \$1-million from Dorothy and Dexter Baker.

New York University. For the medical center: \$10-million from Harold D. Perelson.

Pennsylvania State University. For the School of Hotel, Restaurant, and Institutional Management: \$100,000 from Wilfred Campbell.

For a convocation and events center: \$100,000 from Charles T. and Karen Koval.

For the college of engineering: computer software valued at \$241,400 from Pristner Corporation.

Pope John University. For recruitment of underrepresented groups: \$100,000 from National Medical Enterprises.

Purdue University. For manufacturing research: \$750,000 from United Technologies Corporation.

University of California at Santa Barbara. For support of programs: endowment gift of \$100,000 from Margaret Miller.

University of Florida. For a lecture series in the law school: \$125,000 from Woody & Cole.

University of North Carolina at Chapel Hill. For a professorship in international business and for graduate fellowships in medicine, nursing, and pharmacy: \$1-million from Clara and John P. H. H. H.

University of Pennsylvania. For support of programs: \$275,000 from Sidney and Stern, and \$100,000 from an anonymous donor.

University of South Alabama. For the seventy theater equipment valued at \$131,000 from Ed Al. Mail.

University of Texas at El Paso. For a professorship of creative writing: \$200,000 from Peter and Marlene de Winter.

## Markey Charitable Trust Gives \$19-Million in Grants for Basic Medical Research

The Lucille P. Markey Charitable Trust has awarded \$19-million in grants to support basic medical research at six institutions.

The grants, which will be distributed over five- and six-year periods, will be used largely by the institutions to cover researchers' salaries, build new laboratories, purchase equipment, and train graduate students.

A Princeton University will receive \$4.5-million, the largest of the grants, to support a structural cell biology program.

The Children's Hospital Medical Center in Cincinnati will receive \$3.5-million for its center on pediatric molecular genetics, a program affiliated with the University of Cincinnati College of Medicine.

The University of Illinois at Urbana-Champaign will be given \$3-million to establish a research

program in molecular immunology.

The University of Wisconsin at Madison will receive \$3-million to support studies on the molecular basis of virus structure.

The Santa Cruz campus of the University of California will receive \$2.5-million to conduct research on rhinovirus.

The Public Health Research Institute in New York City will receive \$2.5-million for the study of rabies diseases.

The Markey Trust was established by the will of Ms. Markey, owner of Calumet Farm, a thoroughbred-breeding and racing place in Lexington, Ky. Her husband died in 1957, and she died in 1983. Since the first grant in 1983, the trust has awarded more than \$392-million.

## Public Still Lacks Confidence in Athletic Association, Its Director Says

By DOUGLAS LEDERMAN

ANAHEIM, CAL.



Richard D. Schultz, NCAA's executive director: "We have to realize that...athletics departments are not sacrosanct when it comes to the budget-cutting process."

Even though it has adopted significant reforms in the last three years, the National Collegiate Athletic Association has not convinced lawmakers and the public that it can solve the problems in college sports. Its executive director said last week.

"Even after two conventions of dramatic reform and a demonstrated willingness to change, many people still view us as an organization that cannot effectively deal with its own problems and is unwilling to make the major changes that are necessary to bring about true reform in intercollegiate athletics," Richard D. Schultz, the director, said in his annual state-of-the-association address at the NCAA convention.

Mr. Schultz largely echoed the themes he had touched on in his two previous annual addresses. His speech was noteworthy primarily for its acknowledgment that the NCAA's "reform movement" and its intensifying public-relations campaign had

Continued on Page A37





## International

### Surge of Chinese to U.S. Colleges Defies Effort Aimed at Restricting Study Abroad

Enrollments of students from China are higher than ever at American institutions

By KATHERINE S. MANGAN

Poland's Ministry of National Education is trying to recruit academics from the United States and other countries to spend the 1992-93 year helping to train teachers of English.

The ministry made its case in an open letter to "Friends." It stated, in part: "One of the barriers faced by Poland in becoming a modern and democratic country is the ignorance of Western languages, especially English."

"As a result of the past educational policy we have 18,000 teachers of Russian to only 1,500 of English."

The ministry opened more than 50 new foreign-language teacher-training colleges last fall and hopes to train 20,000 teachers of English by the end of the decade. It is seeking instructors to help staff these colleges, as well as some elementary and secondary schools. Knowledge of Polish is not a requirement, but teaching experience is. Some background in teaching English as a second language is desirable.

The ministry will provide rent-free housing and pay a salary that it says will allow "for the necessities."

While the ministry cannot pay travel costs, the contracts it will offer include free medical insurance and two months of vacation, plus two weeks between semesters and a week at Christmas and Easter. Instructors will teach 12 hours per week in a college, or 18 per week in a school. The 12-month contract year begins October 1.

Interested people should send a resume and copies of their diplomas or degrees to the attention of Deputy Director Jerzy Wisniewski, Department of Foreign Relations, Ministry of National Education, Al. Armii Wlaskiej Polskiej 23, 00-918 Warsaw, Poland.

To encourage experienced faculty members in Brazil to stay in their jobs longer, the Center for Training Teachers in Higher Education, a grant-making agency attached to the Ministry of Education, recently began a program of fellowships for professors who reach retirement age but choose to remain at their university posts.

Early retirement by experienced faculty members has become a severe problem for Brazil's state universities (*The Chronicle*, December 14).

The new fellowships represent a financial bonus and effectively increase a recipient's salary by as much as 70 per cent.

Between 300 and 400 such fellowships are to be awarded to candidates nominated by their university departments for special two-year projects. Priority will be given to candidates working in graduate programs that would be threatened by the loss of faculty members.

Officials of the program say the response from universities thus far has been enthusiastic.

An 18.6-per-cent jump in the enrollment of Chinese students at U.S. colleges and universities would be noteworthy anytime. But the current surge is particularly surprising, since just two years ago the Chinese government issued regulations aimed at restricting study abroad.

Despite predictions that the flow of Chinese students would drop once the regulations took effect, just the opposite has occurred. Not only are more Chinese students coming to the United States than two years ago; they are staying longer.

The consensus among international-student advisers and Chinese students themselves seems to be that the so-called five-year work rule is having little effect on people who have made up their minds to study in the United States.

That comes as a surprise—and a relief—to many Chinese students who complained bitterly when their government announced in 1989 that college graduates would have to work for five years in China before they could pursue graduate studies abroad.

"When the government announced the restrictions, we worried that young people would lose precious time getting educated," says Jin Dai, a Chinese postdoctoral student in physics at Rutgers, the State University of New Jersey, who earned his doctorate at the University of Texas at Austin. "Five years is a long time, but it turns out a lot of people can find loopholes and get around it."

Last October the Institute of International Education released figures showing that a record number of foreign students in 1990-91, China was the leading country of origin, with 39,400 students in the United States, 18.6 per cent more than in the previous year. In 1988-89, before the work rule was imposed, 29,040 Chinese were enrolled in U.S. institutions.

#### Rules Aren't Being Enforced

Not only are there many loopholes in the regulations, but the Chinese government apparently is enforcing the rules neither stringently nor evenly throughout the country.

Chinese students with close relatives in the United States are exempt from the regulations, as are those with any sort of relatives who agree to reimburse the government for the cost of the students' education in China. The reimbursement fee, according to a U.S. consultant in international education, amounts to about \$350 a year for undergraduate study and about twice that for graduate work. The money is refunded if the students return to China within eight years of their departure.

Students who are privately sponsored, rather than officially sanctioned by the Chinese government, can also avoid the five-year work requirement.

Finally, students who leave their Chinese institutions before the start of their

fourth year to study abroad also have to reimburse the government for tuition for the years they attended, but they do not have to work for five years before starting their overseas study.

Students have taken advantage of such exceptions in several ways. Some find private sponsors, like friends or relatives; some go ahead and reimburse the government for their education; and some drop out of their universities so they can apply

**"Not only are the numbers up, but the ways they're getting out are different. We're seeing fewer officially sponsored students and more private students coming on their own."**

to transfer students and avoid the work requirement. Some Chinese students also report that government officials often accept bribes for waivers of the work restriction. "You have to have money or connections—the process is very ugly," says Mr. Dai of Rutgers.

Peggy Blumenthal, vice-president for

educational services of the Institute of International Education, says the Chinese students who come here "are very talented and determined individuals who are able to get around the regulations."

#### Steady Rise Since Tiananmen Square

"Not only are the numbers going up, but the ways they're getting out are also different," she adds. "We're seeing fewer officially sponsored students and more private students coming on their own funding."

At the University of Southern California, Chinese-student enrollment has increased steadily since the bloody crackdown in Tiananmen Square in June 1989. The numbers grew from 336 in the fall of 1989 to 453 in the fall of 1991.

Dixon C. Johnson, executive director of the university's Office of International Students and Scholars, says he found the steady increase "kind of puzzling," in light of the restrictions.

"There's a tremendous desire to get out of the country," he says. "Never underestimate the desire of students to get out when they want to pursue their education."

The supposed rationale for the five-year work rule was that students who have been educated at state expense should pay back that investment in work before they pursue

studies abroad, says Glenn Shive, a consultant in international education. But some believe the rule was imposed to send a "get tough" message from government officials worried that the flood of requests for overseas visas could result in a brain drain.

Chinese government officials were also worried that students who came to the United States to study would be "corrupted by democratic ideals" and demand changes when they returned to China.

#### Avoiding Work Restrictions

At Harvard University, where Chinese-student enrollment rose to 220 this fall from 191 the year before, an admissions official says many students opt to transfer as undergraduates to avoid the work restriction.

"Some students say they had planned to wait until graduate school, but felt that because of the new regulations, they had better do it now," says Rosemary M. Green, associate director of admissions at Harvard.

Another possible factor in the high enrollment of Chinese students here is the executive order issued by President Bush in 1989, which protects Chinese students against immediate deportation after their studies are completed. Students are now permitted to remain in this country until January 1, 1994—a provision intended to protect students from retribution in China for their involvement in pro-democracy protests abroad.

Many students are taking advantage of that provision by continuing their studies or working in the United States, higher-education officials say.

"Since Tiananmen Square, people are coming, and they're just not going," says Raman Peterson, executive secretary for the Liaison Group for International Education Exchange. "They're prolonging their student status as long as they can."

At the University of Texas at Austin, where the enrollment of Chinese students increased to 371 this fall from 301 the previous year, part of the increase came about because some students who were already at the institution decided to remain for another year, university officials say. However, most higher education officials interviewed said the bulk of the increase was due to new students coming to the United States.

The conditions at Oslo are symptomatic of the situation throughout Norway's higher-education system, which over the past four years has experienced close to a 50-per-cent increase in full-time enrollment—from 95,000 in 1988 to more than 140,000 today. Each of the country's four main public universities—Bergen, Oslo, Tromsø, and Trondheim—reports it has too many students and not enough space.

The universities' efforts to cope have led to a broad-based consensus among political leaders in Europe's northernmost country that swift and substantial increases in support for higher education are essential.

#### Limited Opportunities at Home

"When you don't lose as many students, fewer have to come to escape an increase," says Margaret A. Kidd, director of the university's International Office.

Chinese students coming to the United States are motivated by a number of factors. Opportunities for graduate study and career training are much more limited in China than they are in the United States. Just as important, the brutal repression of the pro-democracy movement left many young people in China disillusioned with their country and eager to get out.

"As soon as it is much richer and more developed," says Yoh-in Chang, a graduate student in electrical engineering at the University of Texas at Austin and president of the university's Chinese Students and Scholars Association. "Whenever they have a chance, the Chinese students want to move to a better place where they can have a better life."



Per Nyborg, the general secretary of Norway's University Council: "We do have to spend more money, much more money on higher education, but that in itself will require a drastic change in attitude."

### Enrollment Surge in Norway's Colleges Brings Political Consensus for More Government Aid; Drive to Close Small Institutions Gains

By GORDON F. SANDER

Overcrowding at the University of Oslo is so severe that officials may "suspend" all final examinations this year because there are not enough rooms in which to administer them.

The conditions at Oslo are symptomatic of the situation throughout Norway's higher-education system, which over the past four years has experienced close to a 50-per-cent increase in full-time enrollment—from 95,000 in 1988 to more than 140,000 today. Each of the country's four main public universities—Bergen, Oslo, Tromsø, and Trondheim—reports it has too many students and not enough space.

The universities' efforts to cope have led to a broad-based consensus among political leaders in Europe's northernmost country that swift and substantial increases in support for higher education are essential.

#### A Record Increase in Funds

Last month, following the recommendation of the minority Social Democrat government, the *Storting*—Norway's parliament—agreed to a record 11-per-cent increase in funds for higher education and research, to about \$1.42-billion, for the coming year.

At the same time, government officials are continuing their campaign to try to reduce drastically the number of small, regional colleges scattered across the country.

Originally designed as an alternative to the university system, the network of 104 regional colleges offers programs of study

that lead to the equivalent here of a bachelor's degree.

About 55,000 of Norway's students are enrolled in the regional colleges, and about 10,000 attend private colleges and institutes. The rest—some 75,000—are enrolled at the four universities.

Current government plans, which the *Storting* has reluctantly endorsed, call for rolling back the number of regional colleges—which remain highly popular—to roughly 30 so that more resources can be focused on the universities.

"The system is under unprecedented pressure," says Jan Toska, executive officer in the university section at Norway's Ministry of Education, Research, and Church Affairs. Mr. Toska, one of those responsible for preparing the new higher-education budget and pushing it through



the parliament, says that about \$20-million will go for the construction of new facilities at the teeming universities, particularly those at Bergen and Oslo.

Student lenders across the country say the amount to be spent on new facilities is not nearly enough.

"Ever since 1945 the government has been urging everyone to get a higher education, but then when it comes time to pay the bill, there isn't enough money," says Anne Lagoon, the head of the Oslo students' union. "We're fed up."

#### No Provision for Library

Ms. Lagoon is particularly distressed that the new budget contains no provision for what she considers the most pressing need of the flagship Oslo campus: a new, conveniently located library. Overcrowding and no place to grow forced the university to relocate its campus from the city center to the outskirts of the capital, with only one low school and the main library remaining downtown. Hence students must shuttle between the library on the old campus and classes on the new campus, in a district called Blindern. Oslo students say the situation is not acceptable.

Mr. Toska of the education ministry promises that the university will get a new library, probably within the next two years. "We are working on it now," he says.

He also cautions that planning has to precede expansion. "We can't just throw money at higher education—we have to get our signals clear first," he says.

Student leaders say money alone won't

*Continued on Following Page*

## Big Enrollment Increase Swamps Norway's Colleges

*Continued From Preceding Page*  
correct the underlying problem, which they identify as the government's "skewed and confused" notions about support for higher education.

"University students in Norway are treated like second-class citizens," says Signe Knappskog, vice-president of Norsk Studentunion, which represents the country's university students. "Society doesn't sufficiently value what we do. If it did, it wouldn't be shoving us into grossly overcrowded schools."

Says Britten Stene, head of the students' union at Bergen: "It's really a very depressing situation." Ms. Stene says that classes on the Bergen campus—which was built for 6,000 students but currently enrolls 15,000—are so crowded that the minihalls have suspended sections in mid-lecture on several occasions because attendance exceeded the rooms' legal capacity.

### An Embarrassment

Ms. Stene and other student leaders—as well as many frustrated academics and administrators—see the overcrowding as clear proof of the government's inability to manage and meet the needs of its higher-education system.

At the very least, the overcrowding is an embarrassment to the government. In its 1990 report, "Education in Norway," the education ministry confidently declared: "The current objective of government policy is a capacity of 105,000 full-time students by the mid-90's." That projection was done when 45,000 new students streamed into the system over the past three semesters.

"The strong and unexpected growth in the number of university applicants has made it clear that the knowledge base for steering higher education is too weak," stated a recent white paper prepared for the government by the Norwegian Research Council for Science and the Humanities, a quasi-public group.

Per Oluf Aamodt, a researcher at the council, is trying to figure out where all the new students came from. According to Mr. Aamodt, the student-population explosion is probably the result of two forces: increased unemployment among young people and the government's own promotion of higher education as something that is good for all Norwegians.

### Bitter and Discontented

Mr. Aamodt says the current unemployment rate—5 percent, very high by Norwegian standards—has probably encouraged more 19-year-olds to go directly into the higher-education system instead of taking time out to pursue other interests, as had been the norm.

As for the government's push for higher education for all, "Education in Norway" stated it this way: "It is the view of the government that higher education should be regarded as contributing to the economic, social, and political life of all regions in Norway."

Faced with such rhetoric, students can't be blamed for being bitter and discontented, says Mr. An-

modt. He sees us "especially cynical" the government's implicit encouragement of higher education as a way to help solve Norway's unemployment problem by continuing to offer high-interest, student-loan packages to all qualified seekers. "In a sense, the students are being asked to pay for the cost of their unemployment by mortgaging their futures," says Mr. Aamodt. "It's a cheap trick."

"We are in danger of losing a generation," he adds.

Norwegian student leaders see the financial-aid situation as further proof of their oppression and neglected status. "We find it unacceptable that students are forced to

carry such a large burden of debt," says Bjorn Tore Sund, vice-president for financial issues of the national students' union.

Like many student leaders in neighboring Sweden, Mr. Sund supports the idea of paying students a salary to pursue a degree. "That would truly underline the value our society places on our work," he says. Mr. Sund did not say how he expected Europe's most sparsely populated nation, which is only now starting to climb out of a deep recession, to pay for such a program.

Mr. Sund and his fellow officer, Ms. Knappskog, are particularly anxious to have the government do

something about the growing numbers of students who are parents. According to unofficial estimates here, one of every five students in the higher-education system is supporting at least one child.

### Tempered Sympathy

The student grievances get tempered sympathy from Per Nyberg, the general secretary of Norway's University Council, a quasi-public body that coordinates relations among the universities and between them and the state.

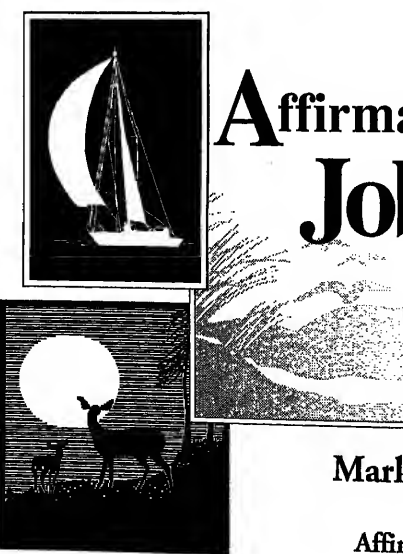
"In the 1970's, when the interest rate on loans was lower than inflation, it wasn't so hard for students to pay back," he says. "Now, many students don't pay off their loans for 20 or 30 years, and some don't pay them off at all."

A former official in the education ministry, Mr. Nyberg says the higher education did not receive sufficient economic or political support when he was in the government. "That, he says, is one of the reasons why he is now working in behalf of the universities."

"We have to understand that the wealth we have acquired from our North Sea oil should be spent on building the system back up," he says in an interview in his office at the University of Bergen campus.

"We do have to spend more money, much more money on higher education, but that in itself will require a drastic change in attitude," says Mr. Nyberg.

"Higher education is not yet an intrinsic enough part of our culture."



# California Community College

## Affirmative Action Job Fairs ARE COMING

### Mark Your Calendars!!

#### The 3rd Annual Affirmative Action Job Fairs are scheduled for

### Santa Clara

**SATURDAY, FEBRUARY 1, 1992**  
Santa Clara Convention Center

### Los Angeles

**SATURDAY, FEBRUARY 8, 1992**  
Hilton at Los Angeles Airport

**Watch for More Information**

Teach for the world's largest institution of higher education...  
A CALIFORNIA COMMUNITY COLLEGE

The 1992 California Community College Affirmative Action Job Fairs are sponsored by the ACCCA, Cal 68/Patricia Mollica, Coordinator (800)870-JOBS (5627)

Internationa

## Name Dropping

**T**WO PRESIDENTS who resigned recently cited frustrations. The decision of **Hasakell M. Monroe, Jr.**, chancellor of the University of Missouri at Columbia since 1987, followed the rejection by voters of a tax initiative for education. Mr. Monroe said at a press conference: "My dream for this university has not been to reduce its scope. . . . Now we are faced with the unenviable task of reducing the breadth of this university so we can live within our means. My anxiety and frustrations have increased to the level that my task has not been as personally satisfying as I wanted it to be."

**John J. Quinn**, whose resignation as chancellor of the University of Tennessee at Knoxville is effective June 1, said: "I would say to a large extent I'm stepping down because simply have not found the past six or eight months very enjoyable." He continued: "I found teaching, which I miss, and doing research a whole lot more fun than I found administering this campus."

Mr. Quinn, who was dean of the faculty at Brown University before coming to Knoxville in 1989, will be recommended for a Chair of Excellence in the university's physics department by **Joseph E. Johnson**, who became president of the university system last July.

**George Sinner**, who completes his second four-year term as Governor of North Dakota this year, wants to be president of the University of North Dakota. In a letter to the head of the search committee, Mr. Sinner said he lacks an advanced degree (he earned a B.A. in philosophy from St. John's University in Minnesota in 1950) but feels qualified for the job. Mr. Sinner served on the state's Board of Higher Education for seven years and appointed all seven of its members. (The board will make the final choice of a president.)

Words and phrases on the 1992 Diderot List of Words Banished From the English Language include "basically" (although it's been banished several times already), "viable alternative," "in my humble opinion," "I see what you are saying," and "big time."

The list has been compiled annually at Lake Superior State University since 1976.

A television station in Boise, Idaho, plans to hold a forum this week on the future of higher education in the state. Among the non-participants are **Ellisabeth A. Zinser**, president of the University of Idaho, and six members of the state Board of Education. While some cited schedule conflicts, others objected to the inclusion in the panel of **John H. Kelsner**, whom the board fired last fall as president of Boise State University.

Regents of **Stephen F. Austin State University**, who voted unanimously to dismiss **Donald E. Bowen**, president for only 18 months, gave no reason for ousting him. Reportedly, Mr. Bowen had sought faculty-salary increases larger than the state-mandated 2 percent, while regents had pressured him to increase the athletics budget.

The search committee for a new head of the University of Massachusetts system includes **Neil Rudenstine**, president of Harvard University, and **Julius Erving**, former star of the Philadelphia 76ers of the National Basketball Association. Mr. Erving, a graduate of the University of Massachusetts, was awarded an honorary doctorate by UMass in 1983.

## Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS



**Cheryl B. Stanlay**  
College of Saint Elizabeth

**Boyd E. Deway, Jr.**  
Boston University



**Gwendolyn W. Stephenson**  
St. Louis Community College



**Richard G. Young**  
State U. of New York  
Health Science Center  
at Brooklyn



**Keith D. Blayney**  
U. of Osteopathic Medicine & Health Sciences (Iowa)

- **New college and university chief executives:** St. Louis Community College, **Gwendolyn W. Stephenson**; Seattle Community College District, **Charles A. Kne**; Southern Arkansas University, **Steven G. Gamble**; University of Osteopathic Medicine and Health Sciences (Iowa), **Keith D. Blayney**; Urbana University, **Francis E. Hazard**.
- **Other new chief executives:** Association of Conference and Events Directors-International, **Jill Lancaster**; Danforth Foundation, **Bruce J. Anderson**; National Institute of Medicine, **Kenneth I. Shine**.

## Appointments, Resignations

**Rubette Agnew**, dean of instructional services at Southwest Texas Junior college, to vice-president for educational services at Western Nebraska Community College.

**Loren Anderson**, executive vice-president of Concordia College (Minn.), to president of Pacific Lutheran U., effective July 1.

**Robert S. Anderson**, professor and chairman of pathology at U. of New Mexico, to vice-president for health sciences at U. of Minnesota.

**Maria Ballinger**, manager of media relations at Cypress Community College, to director of marketing/recruitment and media relations at Lorain County Community College.

**Billie Baker**, member of the staff in the Kentucky Governor's Office for Policy and Management, to director of the health center at Northern Kentucky U.

**Stan Benetate**, director of public affairs at California Polytechnic State U. at San Luis Obispo, to director of college relations at Oberlin State College.

**Keith D. Blayney**, dean of the School of Health Related Professions at U. of Alabama at Birmingham, to chancellor of U. of Osteopathic Medicine and Health Sciences (Iowa).

**Donald E. Bowen**, president of Stephen F. Austin State U., has been fired for cause.

**Kathleen A. Bowler**, vice-president for college support services at Metropolitan Community College (Nebr.), to executive vice-president for instruction at Western Iowa Tech Community College.

**Edward D. Callaghan**, director of human resources at DeBorbon (Mich.) Public Schools, to director of human resources at Oakland Community College.

**Quandy Chaffin**, campaign director of the North Carolina 4-H Development Fund, to director of the annual fund at North Carolina State U.

**Catherine Collier**, assistant to the vice-president for research and development in student affairs at Portland State U., to director of diversity and multicultural affairs.

**Late C. Collier**, assistant vice-chancellor for academic affairs at Tennessee Board of Regents, to vice-president for administration at Tennessee State U.

**Alan W. Cross**, associate professor of social medicine and pediatrics at U. of North Carolina at Chapel Hill, to director of the university's Center for Health Promotion and Disease Prevention.

**Justin L. Gaudin**, associate director of financial aid at State U. of New York College of Medicine, to director of financial aid at State U. of New York College at Geneseo.

**Boyd E. Deway, Jr.**, assistant dean for student support, operations, and technology in the school of education at Boston U., to associate dean.

**Lee Edwards**, professor of English and American literature at U. of Massachusetts at Amherst, to dean of the faculty of humanism and the arts.

**Nancy Forsman**, relation worker at Esther Davis Center (Chicago), to director of major efforts at Anderson Newton Theological School.

**Robert F. Foster**, executive vice-president of Southeast Missouri State U., has retired.

**Blaine B. Gamble**, vice-president for academic affairs at West Texas State U., to president of Southern Arkansas U.

**Rosemarie Gurnon**, manager at Liskun and Connery (Monticello, N.J.), to controller at College of Saint Elizabeth.

**Bruce F. Goble**, provost and academic vice-president at California State Polytechnic U. at Pomona, has announced his resignation, effective March 27.

**John M. Hamilton**, senior counselor for development education at World Bank (Washington), to director of the school of journalism at Louisiana State U.

**Paul A. Harshbarger**, acting associate vice-chancellor at U. of Wisconsin at Milwaukee, to associate vice-chancellor.

**Frederic H. Hazard**, dean and director of Ohio State U. at Marion, to president of Urbana U.

**Julius H. Janku**, associate dean of education programs in the college of nursing at Wash. U., to associate dean of the school of nursing at U. of Miami.

**Margaret R. Johnson**, dean of enrollment services at Seattle Pacific U., to vice-president.

**Charles A. Kne**, president of Riverside Community College District, effective April 1.

**Terry Saunders Lamy**, interim associate dean for academic affairs in the school of social work at Boston U., to associate dean for development, research, and special educational projects.

**Laura Lapina**, former deputy director of General Policy Center in Washington, to director of foundation and corporate relations at U. of the South.

**Arthur G. McElwain**, president of U. Center at Tulsa, has resigned.

**Michael E. Mutali**, chairman of surgery at U. of Tennessee Medical Center at Knoxville, to director of the Maryland Institute of Emergency Medical Services Systems at U. of Maryland at Baltimore.

*Continued on Following Page*





## Coming Events

Continued from Previous Page  
 53-February 3: Religion. National conference on the future shape of black religion. World Wide University, Dayton, Ohio. Contact: Paul Griffin, (513) 873-2374.

## FEBRUARY

- 2-4: Multicultural issues. "Multicultural Concerns," conference. Southern Regional Faculty and Instructional Development Consortium, Athens, Ga. Contact: Frank Gillette, (404) 342-1355.  
 2-5: Institutional advancement. District Conference. Council for Advancement and Support of Education, Boston. Contact: (202) 326-5900.  
 3-4: Faculty. "Evaluating College Faculty," seminar. Kansas State University, Orlando, Fla. Contact: (800) 255-2757 or (913) 532-9970. Fax: (913) 532-5637.

## Deadlines

A symbol (a) marks letters that have not appeared in previous issues of The Chronicle.

## FELLOWSHIPS

February 3: American studies. Applications for short-term fellowships for resident fellows in American history and culture. Contact: James Green, Curator, Library Company of Philadelphia, (215) 546-3181. Fax: (215) 546-3167.  
 February 3: Computer and technology. Applications for Project Visiting summer fellowships for faculty members interested in developing computer-related educational materials. Contact: John W. Moore, Department of Chemistry, University of Wisconsin, 110 University Avenue, Madison, Wis. 53706; (608) 262-0381.

February 3: Cultural studies. Applications for Arthur Schomburg Fellowships in Cultural Studies. Contact: Paul Sherwin, Dean of Humanities, City College of New York, (212) 690-8166.

February 3: Cultural studies. Applications for Rockefeller Foundation fellowships. Contact: James Clifford, Director, Center for Cultural Studies, University of California, Los Angeles, Santa Cruz, Cal. 95063, (408) 459-4692.

| 1992 | February |    |    |    |    |    |   | 1992 |
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| 23   | 24       | 25 | 26 | 27 | 28 | 29 |   |      |

February 3: Education. Applications for postdoctoral fellowships for research at the Educational Testing Service. Contact: Margaret B. Lamb, Mail Stop 30-B, Educational Testing Service, Princeton, N.J. 08541-0001; (609) 734-1124.  
 February 3: Education. Applications for participation in the visiting-scholar program of the National Assessment of Educational Progress. Contact: Margaret B. Lamb, Mail Stop 30-B, Educational Testing Service, Princeton, N.J. 08541-0001; (609) 734-1124.

February 3: Human genome. Applications for Human Genome Distinguished Postdoctoral Fellowships, sponsored by the Department of Energy. Contact: Science/Education Education Division, Oak Ridge Associated Universities, P.O. Box 117, Oak Ridge, Tenn. 37831-0117; (615) 576-4803.

February 3: International studies. Applications for Rockefeller Foundation fellowships. Contact: Institute on Culture and Consciousness in South Asia, University of Chicago, Field 422, 5228 South University Avenue, Chicago 60637.

February 3: Medical humanities. Nominations by institutions of health professionals, scholars, and scientists for awards for studies in medical humanities. Contact: Charles E. Carpenter Foundation, Clinical Centre, Suite 404, 665 East Main Street, Stamford, Conn. 06901.

February 3: Literature. Applications from writers of American Indian heritage for advanced fellowships. Contact: McKelvie Center for the Literatures of the American Indian, Newberry Library, 60 West Walton Street, Chicago 60610.

February 3: Science. Applications from U.S. scientists for fellowships for collaborative work with Indian scientists in India. Contact: Joanne M. Daniels, Academic Program for Educational Development, 1255 23rd Street, N.W., Washington 20037, (202) 862-1900.

Continued on Page A46

## WORKSHOPS, CALLS FOR PAPERS

## CALL FOR PAPERS

THE 1992 CONFERENCE ON STUDENT SUCCESS COURSES  
NOVEMBER 1-4, 1992 • CHICAGO, ILLINOIS


*The 1992 Conference on Student Success Courses is your opportunity to explore exemplary student success courses as offered at a wide variety of educational institutions.*

The conference will be focused on the planning, implementation, and presentation of courses designed to improve student performance and retention. John Gardner, Francine McNairy, Sharon Thomas, and Dave Ellis will be the plenary session speakers.

Proposals are welcome on such topics as course research, multicultural student populations, nontraditional student needs, critical thinking, career planning, learning styles, substance abuse education, course promotion,

teacher recruitment and training, large group presentations, multi-section course management, creative ideas for communicating success strategies, and related themes.

For presentation proposal criteria or more information, call or write:

 College Survival, Inc.  
 2650 Jackson Blvd.  
 Rapid City, SD 57702-3474  
 Toll-free 1-800-528-8323  
 FAX 1-605-343-7553

The Community College Humanities Association  
 announces a  
 National Endowment for the Humanities  
 Summer Institute on

TEXTS OF THE PRE-COLUMBIAN/SPANISH  
ENCOUNTERS, 1492 - 1650

June 8 - July 10, 1992  
 on the campus of  
 The Johns Hopkins University  
 Baltimore, Maryland

The five-week Institute's faculty will include: Teofilo Ruiz (Brooklyn College); Julian Granberry (Philas Society); John Fleming (Princeton University); Elizabeth Boone (Dumbarton Oaks); Walter Mignolo (University of Michigan); J. Jorge Klor de Alva (Princeton University); Douglas Ubelaker (Smithsonian Institution); Peter Mathews (Calgary University); Regina Harrison (Bates College); and Sara Castro-Klaren (The Johns Hopkins University).

For further information, write or call

Dr. Florence Starr Hesler and  
 Dr. George L. Scheper, Director  
 Community College Humanities Association  
 c/o Community College of Philadelphia  
 1700 Spring Garden Street  
 Philadelphia, PA 19130  
 Telephone: (215) 751-8860 • Fax: (215) 751-8935

## CALL FOR PAPERS

ISSUES & INQUIRY in College Learning and Teaching  
 ■ FORMERLY THE JOURNAL OF PROFESSIONAL STUDIES ■

We would like manuscripts from the innovators who have positive, tested ideas about enhancing teaching and learning in higher education. Project descriptions preferred for this refereed journal. No more than 15 double-spaced pages, APA style. Submit 3 copies with \$5 fee (payable to Issues & Inquiry) by Sally Knight, Managing Editor, FCJ Office, Eastern Michigan University, Ypsilanti, MI 48197. For Author's Information/Guidelines packet, please write to the above address.

DEADLINES: Winter 11-18-91; Spring/Summer 2-14-92; Fall 5-26-92

The Community College Humanities Association  
 announces a  
 National Endowment for the Humanities  
 Summer Institute on

THE GREEK CHARACTER:  
WARRIOR, CITIZEN AND THINKER

May 31 - June 26, 1992  
 on the campus of  
 Georgetown University  
 Washington, D.C.

The scholar-in-residence is Bernard Knox, Director Emeritus of the Center for Hellenic Studies. Other major faculty include Barry S. Strauss, historian, Cornell University; and Carl A. Rubino, philosopher, Hamilton College. Visiting lecturers will include Sheila Murnaghan, University of Pennsylvania; Katherine Cullen King, UCLA; Brook Marville, an independent scholar; and Nancy Shternak, Georgetown University.

For further information, write or call

Dr. Lyle E. Linville, Director  
 Community College Humanities Association  
 c/o Community College of Philadelphia  
 1700 Spring Garden Street  
 Philadelphia, PA 19130  
 Telephone: (215) 751-8860 • Fax: (215) 751-8935

NEW ISSUES "NEXT STEP" WORKSHOP  
February 13-17, 1992

For Women Administrators in Higher Education -  
 Whose Next Career Step Could Be The CEO Position

For information and applications contact:

National Institute For Leadership Development  
 3880 E. Thomas Road  
 Phoenix, AZ 85018  
 (602) 223-4290

## CONFERENCES, WORKSHOPS

## HARVARD UNIVERSITY

INSTITUTE FOR THE  
 MANAGEMENT OF  
 LIFELONG EDUCATION

## MLE

June 7 - 19

MLE is an intensive, residential program for 75 experienced administrators, all of whom lead organizations that deliver educational programs to adults. Some are presidents and academic deans of schools with significant adult populations; others are deans and directors of continuing education programs. Participants also come from professional associations, business, government, community agencies, and the military.

The program is a lively, stimulating forum for ideas that can be put to use in creating new programs or improving existing programs. The formal curriculum examines three broad areas: (1) the adult as a developing and learning person; (2) organizational strategy—marketing, finance, and planning; and (3) leadership and organizational change.

8th annual program. Application deadline: April 1

MANAGEMENT DEVELOPMENT  
 PROGRAM

## MDP

June 21 - July 3

MDP is an intensive, residential program for 95 mid-career administrators in higher education. The goal of the program is to prepare these men and women to develop resourceful solutions to the problems they are likely to encounter as they grow with their institutions.

Most participants hold the title of chairperson, director, dean, or associate dean. About half hold positions in academic administration; the others are broadly distributed across the major non-academic functions.

Topics include: personnel policy and administration, financial management, human resource management, law and higher education, strategic planning, marketing, and small group leadership.

7th annual program. Application deadline: March 15

INSTITUTE FOR EDUCATIONAL  
 MANAGEMENT

## IEM

July 5 - 31

IEM is designed for 95 senior-level administrators in higher education, most of whom are presidents, vice presidents, chancellors, provosts, or deans of major campus units. This four-week residential program examines critical issues in the management of colleges and universities.

The curriculum takes the perspective of the senior administrator, whose responsibility and authority shape institutional policy. Topics include: leadership, financial management, human resources, service delivery, law and higher education, campus community, strategic planning, crisis management, and institutional vision. Constantly updated curriculum materials—including the Harvard case method—ensure that the program is relevant to emerging campus issues.

23rd annual program. Application deadline: April 1

Mailing address: (name of program), 339C Gutman Library,  
 Harvard Graduate School of Education, Cambridge, MA 02138  
 phone: 617-495-3572 fax: 617-496-8051

## Faculty Evaluation and Development Seminars

## Evaluating College Faculty

Topics: Issues related to personnel decisions, including merit pay; evaluation procedures; and sources of data to evaluate teaching, research, service, advising, and professional competence and behavior.

February 3-4, 1992 Orlando, FL  
 March 11-12, 1992 Denver, CO

Understanding and Dealing with  
Difficult Faculty

Topics: Understanding yourself, analyzing difficult faculty, the do's and don'ts of dealing with difficult faculty, and when it all else fails.

March 13-14, 1992 Denver, CO

## Improving College Teaching

Topics: Identifying models of effective teaching; developing course goals; improving classical teaching approaches, e.g., lectures and discussions, as well as newer approaches to teaching, e.g., simulations.

March 16-17, 1992 Denver, CO

For the seminar brochure or additional  
 information contact:

1981-1992 Seminar Series  
 Center for Faculty Evaluation  
 and Development  
 Kansas State University  
 1615 Anderson Avenue  
 Manhattan, KS 66502-1804  
 Telephone: 1-800-255-2757  
 or (913) 532-5870  
 FAX: 913-532-5637

Teaching Thinking and Problem  
Solving

Topics: Teaching of higher-order thinking, identifying student thinking skills, reasoning strategies, sources of errors, and techniques for enhancing thinking skills.

March 18-19, 1992 Denver, CO

## Improving College Testing

Topics: Using tests to guide student learning efforts, test planning, writing and analyzing "objective" items, and designing essay and other performance tests.

March 20, 1992 Denver, CO

## AGEI

Association for  
 General Education International

5 - 8 March 1992

*Multiculturalism and Education:  
 The Way Ahead*

Plenary Speakers:

Dinesh D'Souza  
 Leon Botstein  
 Franklin J. Miller  
 Charles Karella  
 Carlos Cortes  
 Farin Delbar

Themes:

- Multicultural Education and Ethnicity
- Making Multicultural Education Effective
- Women's Studies: A Positive Approach
- Multicultural Studies: Education or Indoctrination?
- Multicultural Education: The Early Years
- Multiculturalism: Visual Perspectives
- International Initiatives in General Education

Publication of selected papers.

Proposals for sessions or papers (closing date 24 January 1992), requests for conference information and information about publication in *Studies in Culture, Education and Curriculum* should be sent to:

AGEI Academic Core Programs  
 The University of North Texas  
 Denton, TX 76203-5187  
 Tel: 817-565-3305  
 Fax: 817-565-4517

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**FACULTY  
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